

THE SIXTY-NINTH ANNUAL REPORT

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Alberta
EDUCATION

The Sixty-Ninth ANNUAL REPORT 1974

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Edmonton, Alberta, May, 1975.

To His Honour

Ralph G. Steinhauer
Lieutenant Governor of the Province of Alberta

Sir:

I have the honour to transmit the Annual Report of Alberta Education for the School Year 1973-74.

I remain, Sir, your obedient servant.

Louis D. Hyndman, Minister of Education.

Note: This volume of the Annual Report for Alberta Education is for the period July 1, 1973 to June 30, 1974. Alberta is served by two departments, Education and Advanced Education. A copy of the Annual Report of Advanced Education may be obtained by contacting that department. Certain financial tables showing revenues, expenditures, and debenture borrowings for each school division, district and county are of interest to a very limited audience. A supplement containing these tables is available on request from Alberta Education, 800 Executive Building, Edmonton, Alberta.

Details concerning operation of the Technical Institutes, the Alberta Vocational Centres and the Student Finance Board will now be found in the Advanced Education Annual Report.

May, 1975.

ORGANIZATION CHART ALBERTA EDUCATION

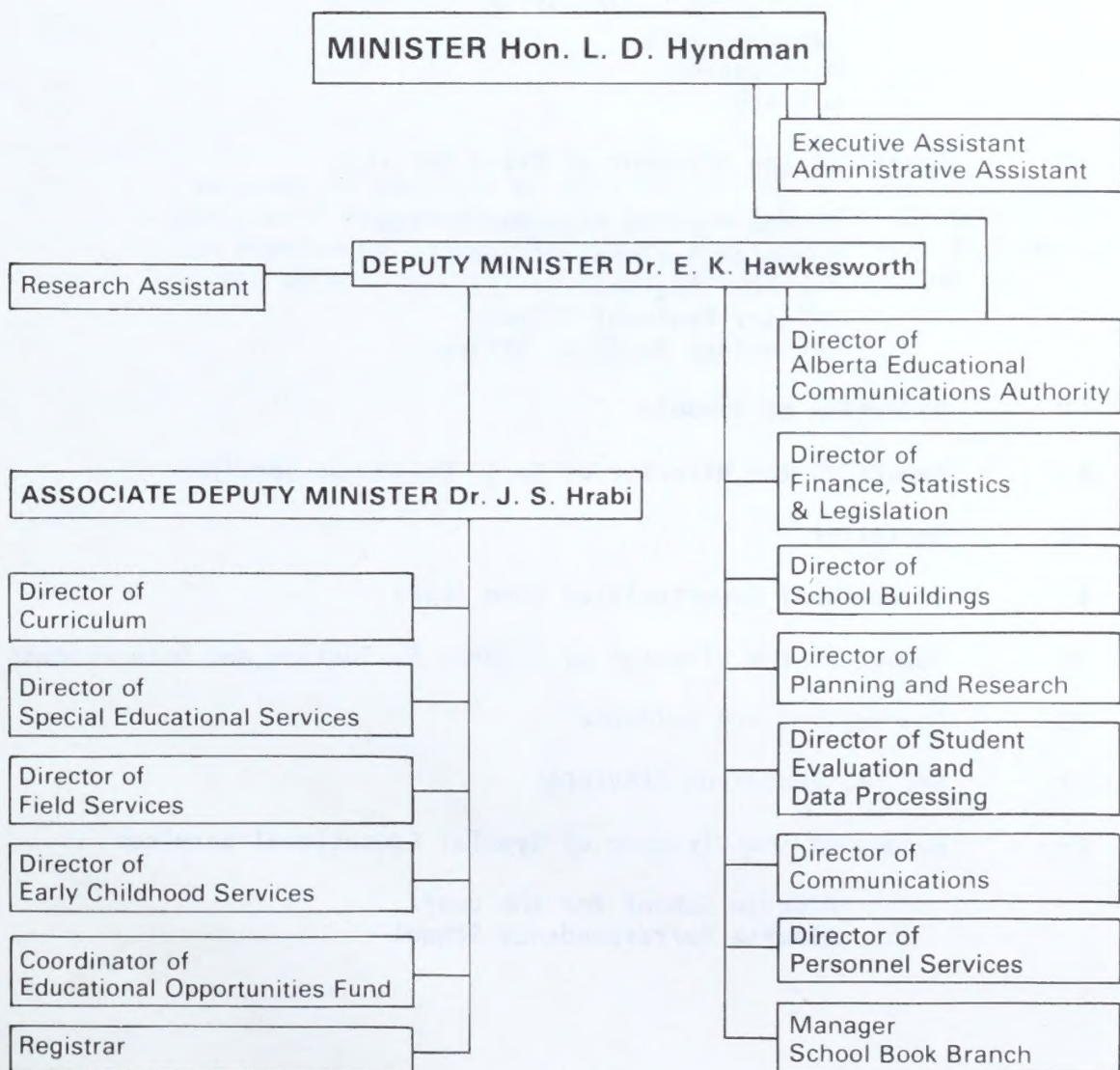


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The order of sections of this report reflect the major program thrusts of Regular Education Services, Special Education Services and Department Support Services. Sections from some branches now appear under programs rather than branch responsibility.

REPORT OF THE DEPUTY MINISTER

I have the honour and pleasure of submitting the Annual Report of Alberta Education for the year ending June 30th, 1974.

The general duties of the Deputy Minister included:

- Over-all coordination and oversight of the administration and functions of the department;
- General Supervision of the Finance, Statistics and Legislation, Planning and Research, School Buildings, Communications, Student Evaluation and Data Processing, Personnel Services, and School Book Branches, as well as the Alberta Educational Communications Authority;
- Coordination of the advisory activities of the department to the Minister of Education;
- Liaison between Alberta and national and international educational organizations and institutions;
- Coordination in appropriate areas between Alberta Education and other government departments and agencies such as Advanced Education, ACCESS, Environment, and Culture, Youth and Recreation;
- Communication of Alberta Education policies and goals to the public.

Some specific duties and activities of the Deputy Minister included:

- Chairman of Directors' Council of Alberta Education;
- Liaison and communication between the Minister of Education and

- Alberta Education personnel;
- Co-chairman of the Minister's Advisory Committee on Educational Finance;
 - A member of the Advisory Committee to the Council of Ministers of Education;
 - Vice-President of the Association for Instructional Television, with headquarters in Bloomington, Indiana;
 - A member of the Canadian delegation to the Sixth Commonwealth Conference on Education, in Jamaica;
 - Plenary speaker and consultant to the Curriculum Development Conference in Tokyo, sponsored by CERI and the Government of Japan;
 - A member of Alberta's delegation to the Federal-Provincial Conference on Bilingual Education.

Highlighted among the accomplishments of the department(commented on in more detail in subsequent parts of the report) are:

- establishment and operation of the Minister's Advisory Committee on Educational Finance;
- Generalization of Early Childhood Services Program;
- New developments in management planning, including:
 - (1) Re-assignment of management personnel to the five groups and sub-groups of the Management Classification plan;
 - (2) A pilot program in the implementation of a Management Planning Process and Performance Appraisal System in selected department branches.
- Development of Quality Maintenance tests for high school programs;

- Establishment of a Building Quality Restoration Program and the Community Core School Program;
- Establishment of a Planning and Research Branch;
- Province wide provision of diagnostic and remedial services to children with Learning Disabilities.

Among the goals for the coming year are:

- Development of the third long-range finance plan (SFPPF);
- Further developments in quality maintenance, such as standardized tests and accreditation;
- Review of Curriculum development processes;
- Assessment of educational services to the handicapped;
- Assessment of educational services in the Northern Alberta, including a study of the Northland School Division, and Project North;
- Department development programs, including the implementation of a results based Management Performance Appraisal System and assessment of the Regional Offices;
- Review and redevelopment of the School Buildings Regulations;
- Review of learning resources services and delivery;
- Review of Federal-Provincial responsibilities in education;
- Assessment of current procedures for teacher certification;
- Further development of Early Childhood Services programming;
- Extension of alternate schools on a project basis.

REPORT OF THE ASSOCIATE DEPUTY MINISTER (INSTRUCTION DIVISION)

The activities of the Associate Deputy Minister of Instruction included the following:

- Exercising general supervision of the Curriculum, Early Childhood Services, Field Services and Special Educational Services Branches, as well as the office of the Registrar, and the Coordinator of the Educational Opportunities Fund.
- Participating in Directors' Council (the Deputy Minister and all senior personnel in Alberta Education) with respect to policy development.
- Chairman of the Early Childhood Services Coordinating Council.
- Chairman of the Board of Teacher Education and Certification.
- Chairman of the Committee on the Articulation of High School and Post-Secondary Educational Institutions.
- Chairman of the Educational Opportunities Fund Policy Committee.
- Chairman of the Management Compensation Utilization Plan Implementation Committee for Alberta Education.
- Member of boards and committees of other agencies with respect to the activities of the Division of Instruction. These include the Teacher Education and Certification Committee of the Alberta Teachers' Association, the Teacher Salary Qualifications Board, Faculty Councils for the University of Calgary and the University of Lethbridge, co-chairman of the Minister's Advisory Committee on School Finance.

- With respect to the Council of Ministers of Education, Canada, activities include the following: chairman of the National Coordinating Committee of the Council of Ministers of Education with respect to the Organization for Economic Cooperation and Development Review of Educational Policies in Canada, and chairman of the Western Regional Advisory Committee with respect to the above-mentioned Review.
- International activities - member and head of the Canadian Delegation to the Organization for Economic Cooperation and Development Education Committee.

Major Accomplishments During the 1973-74 Year

- Plans were developed and implemented for a Planning and Research Branch based on conclusions from a study of the reorganization of Alberta Education.
- The activities of the Early Childhood Services Branch were integrated and coordinated with the activities of the other branches in the Division of Instruction and in Alberta Education, at both the departmental and local level.
- Among its many achievements, the Early Childhood Services Coordinating Council made recommendations with respect to the role of the four departments of government involved in early childhood services activities, and developed a frame of reference for a study of the competencies of early childhood services personnel.

- The Board of Teacher Education and Certification recommended approval of a new set of guidelines for teacher education programs in the province, and recommended a revision in the certification requirements for an early childhood services diploma.
- The Educational Opportunities Fund Policy Committee gave final approval to projects in the area of compensatory education, and initiated development of both internal and external evaluation for Educational Opportunities Fund and Compensatory projects.
- The Management Compensation Utilization Plan Planning Committee recommended procedures for determining managerial salaries as a result of departure from the previous service schedules. A Review and Appeal Committee and procedure for reclassifications and salary adjustments was established.
- The Council of Ministers of Education, Canada, Coordinating Committee approved guidelines for the regional studies of educational policies and made arrangements with Organization for Economic Cooperation and Development (OECD) officials with respect to all aspects of the Review. The Western Canada Regional Advisory Committee developed guidelines for the Western Regional Report and commissioned fourteen component studies which will contribute to the substance of this report.
- The Canadian Delegation to the OECD Education Committee participated in two meetings. Distribution of key OECD papers to education ministries in all provinces was recommended, the preparation of a status paper on teacher education in the

Canadian provinces was supervised. The latter will serve as a discussion paper for an OECD conference on teacher education. The Committee also prepared a reaction to an OECD policy paper on research and innovation resulting in substantial modifications of the original. The contributions of the Canadian Delegation to the OECD Education Committee resulted in the selection of a member of the Canadian Delegation as chairman of the working party responsible for advising the OECD Secretariat with respect to the teacher education conference. The OECD Education Committee also unanimously approved the participation of a member of the Canadian Delegation on the joint programming group of the OECD Education Committee and the Centre for Educational Research and Innovation.

Anticipated Activities of the Associate Deputy Minister

- A major set of activities will involve Early Childhood Services. Program development activities have just been initiated and substantive recommendations may be presented to the Early Childhood Services Coordinating Council through the course of the next year. The study of the competencies of personnel in early childhood services will undoubtedly have implications for the training of early childhood services personnel, their certification and utilization.
- A study of teacher certification procedures initiated jointly by the Ministers of Education and Advanced Education will have a significant impact on the role of the Board of Teacher Education

and Certification and of the Registrar's Office in the Department of Education.

- Evaluative activities initiated by the Department, including the evaluation of the Learning Disabilities Fund delivery mechanisms, programming in the senior high school, the new social studies program, the regional offices of education, the Educational Opportunities Fund, as well as an internal paper on accreditation being developed under the direction of the Field Services staff, will have significant implications for programs available to children, as well as methods of delivery of services.
- The Western regional report and the complete report for Canada for the OECD review of Canadian Educational Policies will be completed in preparation for a visit by a team of expert examiners from other countries.

REGULAR EDUCATION SERVICES



REPORT OF THE DIRECTOR OF CURRICULUM

The activities of the Curriculum Branch are conducted by the Director, by five Associate Directors responsible for particular components, and by coordinators and consultants assigned to specific projects and duties. Sectional reports follow this general statement.

The major responsibility of the Curriculum Branch is to identify goals and objectives of basic education instructional programs and to have these translated into programs of study, and courses of instruction. Subsequent activities involve the production of curriculum guides, identification of texts and other instructional materials, and distribution of service publications to school systems and teachers.

The activities of the Director of Curriculum included the following:

- supervision and coordination of the Curriculum Branch and Audio-Visual section;
- recruitment and placement of an associate director in Media and Fine Arts, and a Curriculum Branch editor;
- Department of Education liaison with the
 - Curriculum Committee;
 - Council of Ministers;
 - Fine Arts Study Committee;
 - Department of Advanced Education;
 - Alberta Teachers' Association;
 - member of the Board of Directors; ACCESS;

- establishment of pilot classes in a Secondary Physical Education program;
- participating in inter-departmental policy recommendations in selected areas for servicing common activities and populations of Alberta Education and Alberta Culture, Youth and Recreation;
- planning for the identification of opportunities for, and production of, Canadian content in the curriculum.

Social Studies Section

This section services social studies, secondary social science electives, native studies, and driver education.

Activities for 1973-74 included:

- revision of the list of social studies resources carried by the School Book Branch, with study and assessment of both print and non-print items and planning for computerized listing of resources;
- development of a comprehensive strategy for evaluation of the social studies program and courses.
- development of curriculum outlines in modular format with resource materials, for Religious Studies, Geography, Sociology, Psychology and Economics as portions of social sciences electives courses through four ad hoc committees involving 25 resource persons;
- administration of the piloting of the above modules in 40 classrooms in Alberta including a seminar for all teachers involved in the project;

- preliminary development of new outlines for Anthropology, Philosophy, and Political Science, History and Economics.
- establishment of a Cross-Cultural Education Curriculum Committee including members from the native communities to develop guidelines for curriculum development;
- identification of a resource inventory of Albertans working on native studies;
- preparation of an annotated bibliography of curriculum resources for native studies;
- preparation of a teacher handbook intended to foster awareness and understanding of native people;
- support for a Cree Language Curriculum Project undertaken by Blue Quills Native Education Council;
- stocking of Cree language audio-tapes for access to all schools through ACCESS dubbing centre;
- participation in several study tours of related schools and communities;
- exchanged information with native, federal, and other agencies on native studies;
- participation in an interdepartmental committee on driver education to develop consistency in driver education programs offered by schools, private training services, Alberta Highways and Transport and others;
- development of a list of secondary resources for driver training teachers and instructors.

Anticipated Activities

- continued development of resource lists for social studies;
- completion of the secondary social sciences elective courses and guides;
- publication of the teacher handbook and annotated bibliography for native studies;
- promoting and facilitating native studies curricula;
- preparing revisions to elementary and secondary handbooks for social studies teachers.
- continued liaison on driver education programs, preparation of teachers, and identification of learning resources.

Mathematics-Science Section

This section services science, mathematics, and environmental education.

Activities for 1973-74 included:

- establishment of an Elementary School Science Curriculum Policy Committee to undertake an evaluation of the existing program and develop preliminary plans for change;
- review and revision of the Grade Eight science course and curriculum guide;
- establishment of pilot classes to assess new references, and conduct of pre-pilot seminars with teachers involved in the pilot;
- review and revision of the Chemistry 10 and 20 courses on a core-modular basis using new references, establishing pilot classes

- and conducting pre-pilot seminars with teachers;
- review and revision of the Physics 10 and Physics 20 courses on a core-modular basis using new references;
- establishment of an Elementary School Mathematics Curriculum Policy Committee;
- preparation of a tentative outline for a revised elementary mathematics program incorporating metrication;
- administrative activities relating to development of content for a Grade IX geometry text;
- identification of alternative texts for the Mathematics 15-25 courses;
- preparing a study paper "Directions for Environmental Education" for discussion with the Elementary and Secondary Curriculum Boards, the Public Advisory Committee, and government, as the basis.

Anticipated Activities

- amalgamate elementary and secondary school curriculum policy committees for each of mathematics and science into single committees having responsibilities for policy decisions at all grade levels.
- continue developmental curriculum activities in
 - elementary school science and mathematics
 - junior high school science
 - chemistry and physics
 - all mathematics programs

- establish curriculum ad hoc committees for biology
- establish an Interdepartmental Committee for Environmental Education
- establish an interdiscipline ad hoc committee for Environmental Education
- develop proposals relative to environmental education for consideration by ACCESS
- assume administrative responsibility for an ad hoc curriculum committee on Land and Life
- assume administrative and limited supervisory responsibilities for some provincially funded projects carried out by groups outside the Department of Education
- establish and supervise such pilot classes as may be necessary in physics, elementary mathematics and other subject areas as may be warranted.

Second Languages Section

This section services instruction in French, German and Ukrainian. Activities for 1973-74 included:

- publication of interim curriculum guides for French, German and Ukrainian at the high school level;
- preparation of lists of resource materials for teachers of French and of German;
- development of a course for Grade I where Ukrainian has been selected as the second language of instruction, and publication of a news letter for public information;

- conduct of research for the identification and selection of instructional materials appropriate for Ukrainian 31;
- continuation of the Federal-Provincial program to encourage bilingualism, including translation of the Program of Studies into French, publication of social studies lists of instructional materials in French, and development of four pilot projects in cooperation with the Government of Canada;
- development of arrangements to permit instruction in Cree;
- development of arrangements to permit instruction in Polish;
- development of a culturally-oriented program for students of French and/or German.

Anticipated Activities

- evaluation of selected French language programs;
- continued evaluation and selection of instructional materials;
- completion of a project to translate a social studies program into the French language.

Industrial Education Section

This section services the business education, home economics, industrial and vocational education.

Activities for 1973-74 included:

- conduct of fall orientation seminars in Calgary and Edmonton for industrial teachers;
- consultation with classroom teachers in vocational education;

- publication of three newsletters and delivery of three talks to groups and organizations;
- review of the instructional modules for Industrial Education with the assistance of five ad hoc committees;
- continued revision of the Industrial Arts programs of junior and senior high school;
- complete revision of the Marketing course by an ad hoc committee;
- beginning of revision of the Typing and Clerical Procedures courses by an ad hoc committee;
- beginning of revision of the Law course;
- establishment of a committee to review developments in the work experience programs, together with conduct of two invitational seminars with work experience coordinators;
- development of policies jointly with Alberta Culture, Youth, and Recreation for special project and work experience credit programs, especially in such areas as 4-H and Junior Forest Wardens;
- discussion of secondary curriculum developments with Alberta Agriculture;
- participation on the Alberta Federal-Provincial Manpower Needs Committee;
- discussion with the Apprenticeship Branch of Alberta Manpower and Labour to maintain articulation of high school vocational education programs with post-secondary programs;
- prepared proposals for a revised bursary program to attract journeymen into vocational teaching;

- participation on the steering and program committees planning a provincial conference on manpower shortages;
- attended a number of curriculum conferences and meetings with regional offices, the Alberta Teachers' Association Curriculum Committee, seminars with industrial education supervisors, and as guest speaker to university classes.

Anticipated Activities

- visitations to industrial education teachers;
- publication of newsletters for Industrial Education, Business Education, and Home Economics;
- publication of a statement of goals and objectives of Industrial Education;
- review of courses for the Performing Arts;
- review of courses in Horticulture;
- continued revision of Industrial Arts courses;
- preparation of a resource book for introduction of concepts of Industrial Education and careers for use by elementary teachers;
- complete revision of law, office procedures, and typing courses;
- evaluate new home economics courses;
- continue annual orientation workshops for Work Experience coordinators;
- participation in the Manpower conference.

Media and Fine Arts Section

This section services the Fine Arts programs, and operates the Audio-Visual Services Branch. (AVSB)

Activities for 1973-74 included:

- development of proposals for decentralization of the AVSB film library to regional centers and establishment of a pilot regional film library;
- establishment of a representative committee to research existing information network systems for learning resources;
- negotiation for access to a library data processing project undertaken by the Calgary Board of Education;
- development of a proposal for a provincial media classification and cataloguing system;
- development of coordination between curriculum designers and learning resource selectors in social studies programs;
- development and maintenance of liaison with the Alberta Educational Communications Corporation (ACCESS) on assessment of needs, purchase and distribution of programs and evaluation of materials;
- representation of Alberta Education on the Program Advisory Committee of the Alberta Educational Communications Authority;
- representation of Alberta Education on AMTEC-CSLA Joint Standards Committee;
- establishment of elementary and secondary fine arts committees to

evaluate and make recommendations regarding present fine arts programs.

- establishment of the Learning Resources Policy committee to make recommendations regarding the development and utilization of media services to support curriculum objectives.

Specific activities of the Audio-Visual Services Branch in 1973-74 included:

- distribution of over 37,000 films through direct, coordinated, and block bookings;
- identification and selection of over 1,000 titles to be added to the audio and video dubbing centres;
- evaluation and selection of 550 additional titles for the film library;
- scheduling of 313 radio programs for nearly 12,000 classrooms via CBC, CKUA, CJPR and audio dubs;
- scheduling 151 television programs for over 10,000 classrooms via CBC and Edmonton Cable 13 and the Videotape Dubbing Centre of ACCESS;
- receipt of program awards:
 - Japan Prize for "What You've Always Wanted to Know About the Establishment, or Dial Nine to Get Out".
 - Ohio Award for "Father Lacombe".
 - Canadian Education Communications Award for "Father Lacombe".

- Selection to Japan Prize and UNESCO Circulating Library for "Bill Before The House".
- completion of 35 productions (22 videotape, 10 slide-tape, 2 audiotape, and 1 Super-8 film) to a total stock of 625 resource titles;
- preparation of five consultative reports on school system services and conduct of 24 workshops in classroom television production and use throughout Alberta;
- publication and distribution of "Communication is Learning".

Anticipated Activities

- continued development of regional film libraries and service centres;
- planning for a computer-based cataloguing, bibliographic, and information retrieval system for identification and selection of instructional resources;
- extended operational integration with curriculum development;
- liaison with AECA and ACCESS;
- development of standardized criteria for the evaluation of learning resources.

Curriculum Coordination

This office was established in January, 1974 for the purpose of investigating alternative modes of curriculum decision-making and

providing leadership in the area of consumer education.

Activities for the period of January to March, 1974 included:

- conducting a study of the legal basis of curriculum decision-making in Alberta;
- assessing the demand for consumer education in Grades I-XII;
- planning and conducting a major invitational conference on Curriculum Decision-Making in Alberta.

The conference was designed to

- identify components of "who should make curricular decisions? how should decisions be made?" and
- formulate recommendations to clarify appropriate roles for the interested and affected groups.

The four key recommendations were

- that curriculum development ensure input from learners, parents, teachers, school systems, and Alberta Education;
- that Alberta Education identify the goals of education as reflections of social outcomes;
- that Alberta Education provide human and fiscal resources to assist local curriculum development;
- that Alberta Education establish a clearing house for production and distribution of materials.

Language Arts

This office services the Language Arts program

Activities for 1973-74 included:

- publication of an interim curriculum guide for Elementary Language Arts;
- publication of curriculum guides for Communications 21 and Literature 21;
- evaluation of language arts and social studies materials from publishers for a mobile display for grades one to twelve.

Anticipated activities

- continued development of integrated language arts program for elementary and junior high schools;
- planning for a mobile display of materials to tour Alberta;
- design of an evaluation of the display.

Metriation

The primary responsibility of this office is to assist in the implementation of the metric system of measures.

The major activities for 1973-74 were:

- representation of Alberta, Saskatchewan and Manitoba on the Task Force on Metric Conversion of the Council of Ministers of Education of Canada;
- representation of Alberta Education on the Inter-departmental Committee on Metric Conversion of the office of Program Coordination of Alberta Federal and Intergovernmental affairs;
- preparation and distribution of newsletters and study papers on

- curriculum development;
- review of instructional materials available from commercial publishers;
- coordination and liaison with the Inter-departmental Committee on Environmental Education, including preparation and delivery of a position paper at the Conference on Environmental Education sponsored by the Public Advisory Committee of the Environmental Conservation Authority.

Library

The Library provides a collection for use by professional staff in curriculum development, for review of periodicals relevant to all department operations, and for bibliographic and other information retrieval.

The major activities for 1973-74 were:

- continued accession and cataloguing under the Library of Congress code coordinated with the Union card catalogue of the Legislature Library;
- enlargement of the periodicals collection and provision of content page abstracts and information retrieval;
- liaison and access to the Legislature Library, University of Alberta Library, National Library, and others through inter-library loan services.

Anticipated Activities

- development of a pamphlet storage and retrieval service;

- linkage to the Alberta Research Council services by a Cathode Ray Terminal for searching of data bases required by various branches;
- acquisition of microfiche/film reader/printer capability to facilitate use of Educational Resources Information Centre (ERIC) materials and thesis;
- coordination of establishment of a Special Educational Services resource centre for materials used by department consultants, teachers and learners;
- coordination of learning resource centre operations for Early Childhood Services, Regional Offices of Education, and the Audio-Visual Services Branch to ensure compatibility of cataloguing and retrieval systems for network operation.

REPORT OF THE DIRECTOR OF FIELD SERVICES

The Director of Field Services in 1973-74 was responsible for:

- General supervision of activities of the Field Services Branch including policy, plans, and programs development and implementation in order to provide a continuing high quality of service by the Branch.
- Overall coordination of consultations with various stakeholder groups such as other Branches, other Departments, the public, and school authorities to discuss Branch activities and directions.
- Coordination of information services to school authorities and other education groups regarding programs and policies.
- Coordination of evaluation, supervision, and instructional inspection activities of jurisdictions, schools, teachers and programs for the development and maintenance of a high quality educational delivery system to students.
- Supervision of two Associate Directors, five Regional Offices, five Field Administration Officers, and a staff of six Central Office provincial consultants in their activities as referred to below.

Accomplishments during the 1973-74 school year:

- The Associate Directors of Field Services administered, coordinated, and supervised the activities of Regional Offices as they provided:
 - regulatory services to boards and schools in the approval of "Form A Cards" for high school program accreditation, inspection

- of teachers for permanent certification, special investigations for the Minister, and surveys and inquiries for the Department concerning conflicts in transportation and school operation;
- consultative services to teachers and school systems in curriculum seminars, workshops, new program implementation, learning difficulties of students, pilot projects, general administration, and curriculum changes;
 - evaluative services to schools and systems in programs, methodology, general operation and facilities utilization;
 - developmental services in programs and curriculum, instructional unit preparation, pilot projects, and resource centres.
- The Associate Directors administered, coordinated, and supervised the budget and financial analyses of school boards that were conducted by the Field Administration Officers. Some of these analyses led to on-site discussions and subsequent modifications.
 - The individual reports of the Regional Offices in Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge appear later.
 - The five Field Administration Officers provided assistance to school boards in debenture processing in offering advice and recommending approval or changes:
 - a special study on pupil transportation was conducted which resulted in 74 recommendations, most of which could be readily instituted such as the development of a transportation manual and routing policies. Others may be more difficult, such as the standardization of the appearance of all vehicles used for transportation.

- Program, Accounting and Budgeting (PAB) implementation was monitored in essentially every jurisdiction in the province. The majority was reported to be successful and the plan was found to expedite the business administration of the systems.
- Liaison between FAO's and ECS projects was increased and operators were advised and guided in various aspects of budgeting.
- the Field Administration Officers provided assistance and advice to school boards on contracts and joint agreements with other jurisdictions and with local community organizations. They also provided advice on such matters as interpretation of legislation, Departmental regulations, boundaries, and the School Foundation Program Fund.
- The Central Office staff of six included consultants in Home Economics, Industrial Education, Technical and Vocational Education, Library Services, Administration and Communications.
 - these consultants carried province-wide responsibility rather than being restricted to a zone.
 - the consultants worked with Field Services and other Branches on curriculum and program development in their specialty areas.
 - they developed inservice workshops and seminars in subject areas.
 - they disseminated information to all jurisdictions, and to other groups with an interest in education.
 - some resource centres were developed with their assistance.
- Five consultants were seconded to other Branches on a temporary basis

to conduct special projects and studies, such as Metrication and its introduction to Alberta schools, language arts program development and piloting, and social sciences reorganization.

The Field Services Branch is indebted to the Superintendents of Schools throughout the province and to Alberta Education consultants for the information they provided for the following summaries.

Anticipated Activities

- rationalize Branch activities consistent with the Ingram Report and reaction thereto;
- install MPP/PAS;
- initiate consultant inservice activities;
- rationalize interrelationships with other branches;
- structure positive steps toward securing maintenance of quality education programs in all schools.

The Grande Prairie Regional Office

The Grande Prairie Regional Office serving Zone 1 was staffed by a coordinator, and six consultants in Intercultural Education, Science, Guidance, Social Studies, Language Arts and Administration.

The major activities for 1973-74 included:

- conduct of 10 school evaluations at the request of school boards to provide assessments of the operations of schools and systems, and to identify procedures in which changes might be considered;
- conduct of three surveys of schools to assist in the identification

- of needs for school buildings;
- assisting individual teachers and schools with improvement in instructional practices in such areas as:
 - implementing the new language arts program;
 - a curriculum resource and instruction bank for science.
- assisting individuals and groups of teachers with instructional and professional development in areas of curriculum development;
- consultation and advice to a variety of persons and groups on
 - Early Childhood Services program development;
 - program accounting and budgeting adoption for business management;
 - operation of private schools;
 - Educational Opportunities Fund projects.
- provision of 200 days of service in administration and supervision of the Learning Assistance Centre which provided direct diagnostic, evaluative and remedial instruction services to students with learning disabilities in Zone 1.
- provision of 51 days of service as Official Trustee for Fort Vermilion School Division No. 52;
- performance of regulatory functions such as
 - approval of "Form A Cards" for accreditation of secondary school programs;
 - inspection of teachers for permanent certification
 - special investigations required by the Minister and the department;
- service to the Curriculum Branch activities on a variety of

committees.

The major anticipated activities include:

- evaluation, survey, and regulatory programs;
- curriculum consultation and professional development of teaching practices;
- continued operation of the Learning Assistance Centre;
- extension of the learning resource centre located in the Regional Office.

Edmonton Regional Office

The Edmonton Regional Office, serving Zones 2 and 3 was staffed by a coordinator and twelve educational consultants in Guidance, Language Arts(2), Curriculum and Media, Science, Fine Arts, Second Languages, Mathematics, Social Studies, Administration(2), and Physical Education.

The major activities for 1973-74 included:

- conduct of twelve school and system evaluations and surveys;
- provision of 365 days of consultation to teachers, principals and central office administrators and others on school operation;
- involvement for 328 days in teacher inservice and curriculum development through seminars, workshops, conferences, and individual consultations;
- provided services as superintendent of Bonnyville Regional School District No. 4 until June 30, 1974. (83.5 days);

- made a number of supervisory and consultative visits to school boards to assist with implementation of Program Accounting Budgetting procedures (9.5 days);
- regulation of school operation through
 - approval of "Form A" cards for accreditation of secondary school programs;
 - visits to private schools;
 - inspection of teachers for permanent certification applications;
 - investigation of complaints and grievances on such items as pupil promotion, transportation, teacher-pupil relationships, attendance, pupil transfers, teacher competence, pupil supervision, and related situations in school operation (66.5 days).

Anticipated Activities

- continue school evaluations with two teams;
- increase initiation of in-service work (workshops and seminars);
- increase more activities in curriculum development;
- increase number of individual consultations.

Red Deer Regional Office

The Red Deer Regional Office was staffed by a coordinator, an econometrician, and seven consultants in Media and Curriculum, Language Arts, Social Studies, Science, Evaluation, Administration, and General operations.

The major activities for 1973-74 included:

- conduct of ten school and system evaluations;
- completion of seven surveys of school facilities and programs;
- assisting individual teachers and groups through participation in workshops, conferences, seminars, teaching of demonstration lessons, display and circulation of instructional materials;
- consultation with individuals and groups of teachers, supervisors, and administrators on
 - convention planning for the two convention areas in Zone Four;
 - new publications including development of a resource centre for teacher reference;
 - early childhood services;
 - general administration;
 - instructional units prepared by teachers;
 - pilot projects in curriculum development;
 - proposals for change in the Junior-Senior High School Handbook;
- meetings with associates in Alberta Culture, Youth and Recreation, Alberta Health and Social Development, Alberta School Hospital, Continuing Education councils, Alberta School Trustees Association Zone meetings, Alberta Teachers' Association locals, and Red Deer College;
- developmental activities including:
 - a survey of student, teacher, and administration attitudes towards "B-options" for junior high programs;
 - providing a clearinghouse for a fifteen-school bank of test items in eight grade twelve subjects;

- assistance in evaluating four new programs instituted in a junior high school;
- involvement of every consultant in the office in curriculum committee work;
- establishment of a file of policies related to accreditation in the zone;
- assistance in preparing evaluation instruments for an innovative project in one system;
- direction of the Learning Assistance Field Service program which operates under Central Alberta Regional School District No. 3;
- performance of regulatory functions such as
 - approval of "Form A Cards" for accreditation of secondary school programs;
 - assistance with implementation of Program Accounting Budgetting procedures for business management, including appropriate liaison with field administrative officers;
 - inspection of teachers for permanent certification and visits to private schools and ECS centres;
 - special investigations concerning school bus operations, and school operation conflicts;
- monitoring the 75 EOF projects of school systems in the zone.

Anticipated Activities

- continue E.O.F. monitoring;
- increase individual consultation;
- continue P.A.B. implementation and refinement;

- continue group evaluation of schools and systems;
- provide leadership in metrication implementation;
- carry out follow-up activities on the B-option study.

Calgary Regional Office

The Calgary Regional Office, serving Zone 5 was staffed by a coordinator and nine consultants in Administration, School Buildings, Physical Education, Guidance, Second Languages, Fine Arts, Language Arts, Industrial Education, and Social Studies.

The major activities for 1973-74 included:

- conduct of 37 school and system evaluations and surveys requiring 323 days of service;
- provision of 231 days of consultation to teachers, principals, central office administrators and others involving such activities as:
 - preparation for curriculum seminars sponsored for the Zone;
 - work on curriculum committees;
 - work with the Calgary Regional Planning Commission.
- regulating the operation of schools through
 - investigations of situations referred by parents and others;
 - inspection of private school teachers for permanent certification consideration;
 - surveys of Early Childhood Service facilities;
 - review of "Form A" cards for accreditation of secondary school programs.

- providing service as official trustee to several school districts which do not operate schools;
- provided consultation on
 - Educational Opportunities Fund projects;
 - development of guidance services;
 - planning open-area schools;
 - renovation of buildings;
 - implementation of Program Accounting Budgetting systems;
 - curriculum dissemination.

Anticipated Activities

- increase services and regulatory assessment in private schools;
- organize zone secretary-treasurer's conference;
- plan and pilot model filing system;
- work with Calgary Regional Planning Commission;
- continue group evaluations;
- increase visits to schools;
- organize in-service curriculum seminars.

Lethbridge Regional Office

The Lethbridge Regional Office serving Zone 6 was staffed by a coordinator, and seven consultants in media and curriculum, language arts, science, social studies-intercultural, mathematics, business education, and administration who was also a co-chairman for the pupil transportation study.

The major activities for 1973-74 included:

- provision of 206 days of service in conduct of 13 school and system evaluations;
- completion of four surveys of school facilities;
- provision of 132 days in assisting individual teachers and groups through participation in workshops, conferences and seminars;
- provision of 318 days of consultation at teacher conventions, university councils, business administration, and related meetings;
- provided 140 days in assisting curriculum development;
- provided special advice and consultation in media and library services;
- consultation, advice, and assistance to boards, supervisors and teachers in development and implementation of E.O.F. projects;
- provided services for a province-wide survey of pupil transportation practices and costs, resulting in a series of recommendations and a published report;
- participated in developmental studies leading to the formalization of accreditation policies and procedures;
- regulatory functions include:
 - approval of "Form A Cards" for accreditation of secondary programs;
 - inspection of teachers for permanent certification consideration;
 - visits to private schools and kindergartens;
 - provision of official trustee services to Portsmouth and Winnifred School Districts which transport pupils to adjacent systems in lieu of operating schools.

Anticipated Activities

- increase services to private and small schools;
- increase media and library services;
- develop a Regional Cooperative Education Services Centre in cooperation with operating school systems;
- increase participation in curriculum development;
- continue monitoring E.O.F. projects.

OPERATION OF SCHOOLS

(The content of this section has been consolidated from reports submitted by Superintendents of Schools, on a variety of topics related to the public schools under school board operation for the 1973-74 school year).

School Finance - School Foundation Program Fund

School systems reported general satisfaction with the equitability of the School Foundation Program Fund. However, the majority of school jurisdictions reported that inflation had prevented upgrading of present programs. Some systems reported the reduction of services in special education, plant operation and maintenance, and transportation.

Declining enrolments adversely affected some systems. Despite the small school grant, it was reported that the costs of operating isolated rural schools often exceeded the revenue. Many boards had reduced staff but reported that increased salaries had absorbed any potential savings in operating costs.

Concern was expressed that while Foundation grant weighting was relatively increased for elementary education, the enrolment increase was in the secondary grades where Foundation fund increases were lesser.

Staff

- Availability of teachers. Very few problems were reported in locating teachers for the 1973-74 school year, but applications for 1974-75 were reported to have decreased. Some recruitment difficulties were experienced in specialty areas such as Home

Economics, Industrial Education, Business Education, Special Education, Early Childhood Services, French, Instrumental Music, and Secondary Language Arts. The number of available teachers decreased rapidly in May and June of 1974.

Many rural systems reported problems in replacing teachers in mid-term because local teachers were not readily available.

Effective classroom management by beginning teachers continued to depend on classroom experience rather than preservice preparation.

Teacher Aides. A wide variation in the use of teacher aides was reported. Very few systems were without aides although in some cases only clerical service was provided. The majority of jurisdictions employed aides as study hall supervisors, library clerks, laboratory assistants, audio-visual materials assistants, and classroom student group supervisors.

The majority of aides were paid under regular budgets. Many others were supported by grants from EOF projects. Aides were also renumeralated from Local Initiative Projects, Priority Employment Programs, and the Department of Culture, Youth and Recreation programs. There were also a number of part-time volunteers, and some students on Work Experience programs.

The number of aides was reported to have increased over last year, mainly due to funds available from EOF projects. Qualifications of aides ranged from some high school education to certificated teachers unable to otherwise obtain a suitable teaching position.

- Teacher Certification. Most systems reported no problems related to teacher certification. The Registrar's office received numerous commendations for prompt assistance. A few systems mentioned that holders of provisional certificates are often unaware of the procedures required to gain permanent certification.
- Teacher Contracts. "Temporary" contracts were signed to fill vacancies during the school year caused by illness, maternity, leaves of absence, or where substitution exceeded twenty days.

"One year" contracts were frequently offered to all teachers new to a system. This allowed the supervisory staff to appraise a teacher's competence before offering a continuing contract. A number of second year contracts were offered under special conditions where it was deemed to be in the best interests of the teacher and the system.

"Continuing, or permanent" contracts were offered following a satisfactory performance during the first year and after some form of evaluation of competence.

Attendance

Irregularity of pupil attendance was not considered a major problem in the province. A few systems expressed mild concern and indicated that measures were being taken to alleviate the problem.

Indian children and children of other minority groups were responsible for most attendance problems. Older students in rural areas

continued to miss some school during farm seeding and harvesting. There was virtually no attendance problem in the elementary grades but there seemed to be a growing irregularity in junior and senior high school. Some superintendents suggested that this increase resulted from the removal of the regularity of attendance requirement for the payment of family allowances.

A number of school systems declared their intention to discontinue employing a regular attendance officer; others intended to enlist the aid of social and community workers should attendance service become necessary.

- The School Year. Generally, school systems retained the traditional September to June operational year with breaks at Christmas and Easter. A few semestered systems modified the school year to offer equal instructional time before Christmas and after Christmas. This was accomplished by increasing the length of the school day in the first semester. A few systems closed in the third week of June and opened in the third week of August. In two cases, transportation schedules necessitated a longer instructional day and mid-June closing.

Organization of Schools

- Boundaries

Half of the school systems expressed satisfaction with existing boundaries, compared with two thirds in 1972-73. Some 40 per cent wished for minor or major revisions and 14 per cent have made or plan to make

representations to the Alberta Boundaries Advisory Committee.

The reasons for desired changes included decreasing school populations and increased costs, the dispersion of ethnic communities, peripheral natural trading centres, and large city annexations which disrupted long range planning. Coterminous boundaries were desired by some systems while others claimed that the needs of schools and students are quite different from municipal needs.

- New Services

Most new services initiated by systems resulted from the use of special funding programs such as Educational Opportunities Fund, Learning Disabilities Fund, and Early Childhood Services. The EOF fund was extensively used in the province, particularly for Language Arts programs. LDF assisted systems in professional diagnosis of learning difficulties. The services of the Learning Assistance Centre in Zone 1 and Learning Assistance Field Services in Zone 4 were greatly appreciated. Many school jurisdictions began to provide educational services to four and five year old children under ECS programs.

Other new developments included field trips for inner city children, the establishment of instructional materials centres, and extension of music, second language, and continuing education courses. One large city board decentralized administration in order to achieve closer relations with the school and community. Five systems reported that no new services had been provided during 1973-74.

- Buildings

Forty per cent of the systems in Alberta reported school buildings as being adequate with regard to space, flexibility and special instructional areas. However, a large number of rural systems reported adequate space but little flexibility due to fixed classroom sizes under previous construction. Twenty per cent of the systems, mostly adjacent to large urban centres, reported that their building programs could not keep pace with growing populations and that some older buildings had not received approval for replacement.

Jurisdictions that have recently completed a building or renovation program, and jurisdictions with stable populations reported little involvement with building problems. Systems where building or renovation is in progress and systems with growing populations reported that a heavy investment of time is required for planning and associated activities.

- Vandalism. Vandalism was reported to be a problem only in large urban and suburban areas. Many jurisdictions expressed concern regarding increasing insurance rates and the inclusion of vandalism deductible clauses in the policies. Several large boards did not carry vandalism insurance since the premiums were estimated to exceed the damage.
- Energy Conservation. Little attention was reported given to fuel and energy conservation. Many boards stated that high fuel encourages conservation without special policies. Most boards have developed maintenance procedures for maximum efficiency and economy of use.

- Enrolment changes

One half of the school systems in the province reported decreasing enrolments. Twenty per cent reported an increase and thirty per cent reported no significant change.

- "Excess" Student Places. Most areas reporting a population decline also reported excess student places. In many cases classrooms were converted to other school uses. High pupil-teacher ratios, curtailed programs and overcrowding, were reported by systems that experienced high enrolment growths.
- School Closures. Seven schools were reported closed in 1973-74 as a result of low enrolments. Some systems reported low enrolments justified closing some schools, but other factors such as busing distances precluded such action. One third of the systems indicated that decreased low school enrolments resulted in curtailment of programs and combining of grades.

Special Services

- Admission Requirements

Admission requirements for students entering Grade One generally remained at 5 1/2 years of age by September first. Many boards made provisions to consider special cases on the basis of readiness. Three systems reported the introduction of double-entry dates, in September and February. Most systems offered orientation programs in June for beginner.

- Early Childhood Services (ECS)

Thirty per cent of the systems indicated that the school board had operated ECS programs. Some 50 per cent of the systems contracted with private operators, while 20 per cent reported no involvement with ECS programs.

Those boards contracting with private operators indicated that the board cooperated in transportation providing supplies, and business accounting. There was an overall very favourable response to ECS programs. Concerns were expressed about inadequate space, problems of transportation in rural areas, and dissatisfaction with administrative procedures required for program and funding approval.

- Special Funds

- Educational Opportunities Fund (EOF). All systems reported projects under EOF in a wide range including: remedial programs and upgrading in Language arts and reading, mathematics, fine arts, physical education, field trips, provision of teacher aides, coordinators, and specialized teaching personnel, upgrading teacher skills, and, provision of additional materials and equipment. Systems reported considerable professional growth on the part of teachers involved in project development, and a positive effect upon the total school operation.
- Learning Disabilities Fund (LDF). Most systems reported that they used the LDF in some manner, although a minority advised that they

had been unable to take full advantage of the fund.

Jurisdictions in Zones 1 and 4 received services through the Learning Assistance Centre, and Learning Assistance Field Services. Although assistance was reported generally to be good, some considered the service to be inadequate.

School boards in the other zones used the funds to employ specialists or to contract services from private consulting firms. Some systems united and pooled their resources. Services obtained included diagnosis, program planning, and teacher inservice. Specialists employed included psychologists, speech and hearing therapist, remedial reading and resource teachers.

Some rural systems found much of the fund was required for high travel costs, while others reported that few funds remain for treatment after the expenses of diagnosis.

- Local Initiatives Program (LIP). Fifteen per cent of the school systems accessed LIP funds for beautification, maintenance of facilities, and some teacher and library aides. A large number of jurisdictions reported that their LIP proposals had been rejected.
- Summer Temporary Employment Program (STEP). Three school jurisdictions reported the use of this fund for maintenance personnel and for assistance in a music program.
- Priority Employment Program (PEP). Twenty-five per cent of school

systems used PEP funds to hire teacher aides and library aides. A number of systems reported that their PEP proposals had been rejected.

- Federal Funding. Most school jurisdictions used federal funds to support French language programs for materials, equipment, bursaries, and in-service. Second language instruction in French was extended to the elementary grades in some cases as a result of these funds.
- Views on Special Funds. Seventy-five per cent of the systems supported the concept of program development by special funding where the funds are directed to a specific need. The remainder of the systems opposed the method, alleging an erosion of local autonomy, interference with local priorities, cumbersome and expensive to access, and, often an inadequate level of funding to undertake projects. That special funds be consolidated into the School Foundation Program Fund was advocated as an alternative.

The major source of complaint from all systems was the method and the volume of paper work involved in accessing special funds, particularly EOF. Some systems indicated that they did not have the time or the qualified personnel to prepare proposals and that too many special programs were launched at one time. Also mentioned were inadequate guidelines which were changed in mid-stream and a school year rather than a fiscal year for financing. A number of systems reported that activities in needs assessment, proposal preparation, and teacher involvement in planning were beneficial.

- Curriculum
- Modular Construction. The division of a course into a number of smaller "modules" was widely used in Industrial Education but little in Literature and Communications electives.
- Multi-streaming. The multi-stream program in secondary mathematics was reported to meet student needs and individual differences. In this program, the slower students were able to take the same basic mathematics content with a different presentation. However, the academic courses continued to be the most popular and were held in higher regard by teachers and parents. The structure of the junior high school made "streaming" very difficult and many small high schools offered only a single-stream program.
- Teacher Planning Time. Many systems reported that the lack of resources and unavailability of suitable materials rather than a lack of teacher planning time were factors limiting the local creation of a curriculum alternatives for the student. Other systems contended that greater diversity of choice, for example in Social Studies, resulted from regularly scheduled planning time teachers. Systems agreed that more teacher time was required for local curriculum development and course flexibility.
- Cultural Components. Cultural studies received most emphasis in Social Studies, Language Arts, Fine Arts, and second languages. Field trips, educational tours, student travel, and special projects provided opportunities to explore cultural components of Canadian

studies.

- Mathematics structure. Systems agreed more emphasis on computational skills in mathematics is desirable.

- Support Materials

- Selection. Changing curricula required that much time be spent by systems in identification, evaluation, and acquisition of multi-media support materials. Some jurisdictions reported difficulty in keeping abreast of current publications. Improved bibliographic services to systems was requested.

- Canadian content. The increased availability of Canadian materials was appreciated by most jurisdictions. However, one third of the systems expressed continuing concern over lack of specific Canadian content, particularly in elementary social studies programs.

- Multi-authorizations. Multi-text authorizations assisted teachers in accommodating differences in student needs. In-service and adequate planning time for teachers were suggested as means to realize the full potential of this new approach.

- Emerging Trends. A trend was reported toward more and wider use of audio-visual resources. This trend has revealed inadequate delivery systems and created a demand for more technical support staff. A number of jurisdictions established instructional materials centres with local teachers involved in the evaluation of commercially-produced resources and in the development of locally-produced resources.

- Communications

- Work Experience. The Work Experience program was reported to be very well received by most systems. In many cases, work experience, electives, and special projects were acknowledged as being quite effective in improving school/community relations and communications. Schools in smaller communities were hampered by a lack of suitable industrial and business establishments for student work experience and special project programs.
- Bulletins. Most jurisdictions appreciated departmental circulars, newsletters, and guides. Many systems recommended that bulletins, special announcements, and progress reports be issued more frequently when related to items such as controversial issues and metrication.

- Group B Options

Many systems expressed dissatisfaction with the lack of outlines for Group B options and the onus on the teacher to assess students' interests and needs. Other systems reported that the success of the B option program was directly related to the local development of suitable courses. Although some jurisdictions tended toward a remedial approach, they stated that the time was well-spent. The academic option has broadened the scope of the core program in most larger centres where the emphasis had been placed upon teacher expertise rather than on special equipment.

- Driver Education

One third of the systems reported that Driver Education 10 was offered in their schools for two credits. In most systems, the 30 hours of required classroom instruction was conducted by a teacher and the 8 hours of in-car experience was contracted to a qualified instructor or to an agency such as the Alberta Motor Association. Costs were borne by the school jurisdiction with the levy of a special student fee in some cases. High costs and lack of qualified instructors were the main reasons given by those systems that did not offer Driver Education.

- Specialization of Teaching Staff

Except in Art, Music, and Physical Education, there was very little specialization of teachers in Grades I-III. Extensive specialization was reported in Grades IV-VI in larger schools particularly for basic subjects. Secondary teachers indicated almost total specialization. Many systems reported that specialization was decreasing in Grades IV-VII since there has been an increase in the integration between Language Arts and other subject areas.

- Testing and Accreditation

- Accreditation. Most systems reported the development of an accreditation policy through cooperative planning between staff and administration within Department of Education guidelines.

Results from teacher-constructed tests and recognition for term work constituted the student's final grade in the majority of systems. Students were permitted to appeal their school-given marks to the Department of Education and this procedure appeared to be the extent of student involvement in accreditation policy development. Only one system reported the institution of locally-prepared system-wide testing at the Grade Twelve level. A wide variety of commercially-prepared tests were regularly used for the assessment of intelligence, mathematical skills, readiness, reading, and basic skills.

Other Developments

- Priorities

Stress upon basic skills was the leading priority reported throughout the province. The emphasis was encouraged by the Educational Opportunities Fund and the implications of accreditation for all grade levels.

Special Education and counselling services continued to be a high second priority with concentration upon both remedial and enrichment programs. Learning Disabilities Fund resources were widely used for assessment and special programming.

Early childhood programs were given considerable attention by many systems and their impact upon Grade One was monitored.

Professional development of staff, curriculum development and program evaluation received wide emphasis. Other priorities included: religious education, family life education, system philosophy development, expansion of fine arts and second languages programs, assessment of administrative and supervisory services, and school/community relations.

- Tuition Agreements

The majority of agreements between boards concerned high school students who attended neighbouring schools. Fees were generally assessed on a per credit basis. Centres offering vocational, second languages, and handicapped services received many students under tuition agreements. The Departments of Indian Affairs and National Defence tuition agreements were linked with grants under the School Foundation Program Fund.

- Sharing of Facilities

The sharing of facilities with other jurisdictions and organizations was mostly informal and occurred as the need arose. Some systems entered into written agreements with municipal authorities and other schools. The trend toward community use of schools was reported to be increasing.

REPORT OF THE DIRECTOR OF EARLY CHILDHOOD SERVICES

The major purpose of the Branch is to coordinate the planning, development, implementation, and evaluation of programs relating to comprehensive services to pre-school children and their families. During 1973-74, 15,983 children, mostly 4 1/2 - 5 1/2 years of age, and their parents were involved in ECS programs operated either by school boards or incorporated community groups.

Although the Branch is structurally part of Alberta Education, many of its major functions are conducted in close association with Alberta Health and Social Development, Alberta Advanced Education, Alberta Culture, Youth and Recreation, and to some degree with Alberta Agriculture.

Director, Early Childhood Services

The major activities for 1973-74 were:

- the establishment of the provincial Early Childhood Services coordinating council. This body held six meetings during the year concerning:
 - grants for ECS operators, future phases of ECS, plans for program development, studying briefs submitted from various ECS operators and community groups, teacher qualifications, criteria for approval of programs, clarification of interdepartmental responsibilities, role and function of Local Advisory Committees, approval of a task force to study skills and competencies need by local ECS staffs, and memberships and composition of the Provincial ECS Coordinating Council.

- visitations to over 150 ECS centres in the province.
- coordination with other branches in the Department of Education as well as other Departments of Government to develop plans for the delivery of comprehensive services to young children, parents and communities.
- establishing and getting the Proposal Review Committee operational.
- recruitment of regional consultants that are now located at Grande Prairie, Edmonton, Red Deer, Calgary and Lethbridge and recruitment of coordinators of program development and program approval and administrative assistant and clerical staff for central office.
- monthly branch staff meetings held for the purpose of communication, policy development and general administration of the Early Childhood Services program.

Program Approval

- The proposal Review Committee examined and approved over 500 centres with close to 16,000 children involved.
- The coordinator was involved in day-to-day coordination with branches within the Department of Education--Finance, Statistics & Legislation, the Registrar, the School Buildings Branch, and with other departments of government who are involved in the total approval process for programs.
- It is anticipated that the program approval process may be more decentralized.

Program Development

The major activities for 1973-74 were:

- publication and production of an Early Childhood Services brochure.
- the provision of a slide-tape presentation that is available for use on a regional basis to communities who anticipate setting up ECS programs.
- publication of newsletters for distribution to various local government representatives and to community and school board operators.
- development and piloting of a program planning manual to assist potential operators in planning new programs.
- publication of information on children's literature.
- publication of a human resource directory for use on a zone and provincial basis.
- beginning the development of a screening model for the province.
- provision of consultation services to ACCESS to assist in the parent segment of the Come Alive series specifically developed for people in the care-giver role.
- work on the development of guidelines and criteria to assist operators in selecting furniture and equipment.
- establishment of parent and evaluation program committees.

Anticipated Activities

- completing and piloting a pre-school screening model to be used on a provincial basis.
- development of correspondence type courses for use by parents with back-up support by means of itinerant teachers and radio.

- use of television and radio to explain what government and community resources are available to assist ECS programs.
- the preparation of a complete inter-departmental responsibility statement.

Consultation

- Seven ECS consultants provided coordination and consultation to over 500 ECS centres. Consultants held regional inter-agency meetings to effect more adequate coordination of services to young children and families.
- Consultants assisted operators in the development of program applications.
- Consultants spoke to numerous community groups, parents and inter-agency gatherings.
- Anticipated activities are a greater emphasis upon regional coordination within zones to get public health, mental health, culture and recreation services along with education services more integrated.

REGISTRAR

The major responsibilities of the Registrar relate to issue of teacher certificates, maintenance of files of teacher professional standing and service, assessment of credentials from persons outside Alberta wishing to obtain Alberta teacher certification, administration of the related regulations, and assessment of secondary school level credentials for students coming into Alberta from other countries.

The major activities for 1973-74 were:

- issue of 7,049 certificates of which 2,968 were permanent and 3,507 were interim;
- issue of 574 certificates (included above) to teachers entering Alberta from other provinces and countries;
- maintenance of service files for 25,696 teachers in active service full or part-time in 1973-74;
- issue of 146 Letters of Authority including 49 to teachers for Early Childhood Service programs;
- facilitation of exchange of two teachers with positions in the United Kingdom;
- service as Secretary to the Board of Reference which processed eleven appeals. Of these, eight were withdrawn, one allowed, and two disallowed;
- service as Secretary to the Teaching Profession Appeal Board;
- service as Secretary to the Board of Teacher Education and Certification.

Statistical tables appear in the Appendix.

EDUCATIONAL OPPORTUNITIES FUND (EOF)

Established in early 1973, this office was responsible for the implementation of procedures related to the preparation and processing of school board projects under the EOF program.

The major activities for 1973-74 included:

- preparation of guidelines and project forms for completion and submission by school boards for EOF projects;
- assistance to school boards and administrative personnel in developing projects and completing forms;
- review of projects and recommendations for approval or modification;
- development and implementation of procedures for funding compensatory programs in selected school systems;
- coordination and liaison with school systems operating special and innovative projects;

Anticipated Activities

- review of additional projects submitted by school systems which did not commit their funds to three-year projects;
- liaison and coordination of a formal evaluation program to be conducted under the direction of a university-based consultant;
- continued monitoring and informal assessment of projects and the program;

(Note: A Master List of projects to December, 1974, and a comprehensive list of capsule descriptions of the more than 500 approved projects have been published separately).

REPORT OF THE DIRECTOR OF STUDENT EVALUATION AND DATA PROCESSING

As a result of reorganization and the development of a Planning and Research Branch, the previous name of Research, Development and Examinations was changed to Student Evaluation and Data Processing.

The major responsibilities continue to be provision of electronic data processing services, distribution and analysis of surveys and studies, development and conduct of tests and examinations, and statistical analyses of Alberta student populations.

For 1973-74 the major activities were:

- Assistance to Field Services Branch in questionnaires and surveys on:
 - Religious Education Project evaluation;
 - functions of library clerks;
 - parent and student opinionnaire on individual study;
 - school system faculty workload studies;
- Assistance to the Curriculum Branch in studies on:
 - Elementary Mathematics Opinionnaire;
 - Mathematics "B" options;
 - audio-visual film library questionnaire;
 - development of the basis for a computerized cataloguing and booking system for Audio-Visual Services;
- Assistance to Finance, Statistics, and Legislation Branch in
 - Collecting data on enrolments in French as a second language,

- collecting data on enrolments in French as the primary language of instruction for reports to the Government of Canada;
- simulations of the effects of finance formulas;
- Administration of examinations and student records;
 - provided examinations for one division which delayed election to accredited status until September, 1974;
 - conduct of Grade XII appeal examinations in 27 writing centres in March and August for regular students completing classroom or correspondence instruction or for adults under private study. March examinations resulted in 1,011 statements of results; 429 occurred in August;
 - Maintained academic records for all students registered in high school courses and issued 19,357 diplomas;
 - Analyzed achievement records by geographic area, sex of student, and duration of program, to indicate that 10,422 students were eligible for entrance into Alberta universities;
 - Conducted an interim study of the effects of accreditation status on school marking awards.

Development of High School Examinations

- prepared and conducted appeal examinations for Grade XII English, Biology, Chemistry, French, Mathematics, Physics, and Social Studies in March and August, 1974;
- developed standardized achievement tests for high school level Biology, Chemistry, Mathematics, and Physics for sampling and standardizing in 1975;

- initiated the development of standardized achievement test development in English and French for future completion;
- Provided statistical data to the Alberta Teachers' Association for a monograph on "Geographical and Occupational Mobility of Alberta Teachers".
- Developed computer programs for registry of children with educational handicaps as a service for the Special Educational Services Branch.
- Established a data processing system for the Students Finance Board (Advanced Education) for processing of applications and an accounting system for the transactions and maintenance of operational files.
- Established a data processing system for information on professional education personnel in Alberta for approved use (subject to confidentiality regulations approved by the Department of the Attorney General) by
 - Alberta Education branches;
 - Statistics Canada
 - The Alberta Teachers' Association;
 - The Alberta School Trustees Association;
 - Board of the Teachers' Retirement Fund;
 - Alberta universities.
- Assisted schools and systems by providing a machine scoring service for standardized and locally developed tests together with computations of norms and item analysis.

Table A reporting Enrolments in Academic Subjects in High School Grades for 1973-74 appears in the Appendix.

COUNSELLING AND GUIDANCE

The major purposes of this office were to stimulate and maintain quality school counselling services through general publications, survey reports, operations of Explorations in Career Planning Projects, committee participation, and related activities.

The major activities for 1973-74 included:

- Publication of
 - Prerequisites to Post-Secondary Educational Opportunities;
 - Spotlight on School Personnel Services (Oct., Feb.)
 - School Counselling in Alberta;
 - Guidelines for an Exploration in Career Planning Project
 - A Rationale and Proposals for Standardized Testing in Alberta Schools.
- Compilation of a field survey of the locale and placement of school counsellors, school psychologists, speech therapists and pathologists, school social workers, visiting teachers, home visiting teachers, pupil personnel administrators, and clinicians;
- Development of Explorations in Career Planning Projects (ECP) in Grande Prairie, Westlock, Edson, Claresholm, Blairmore, Wainwright, Wetaskiwin, and Edmonton for 40 school systems involving an estimated 14,000 high school students and 2,000 parents;

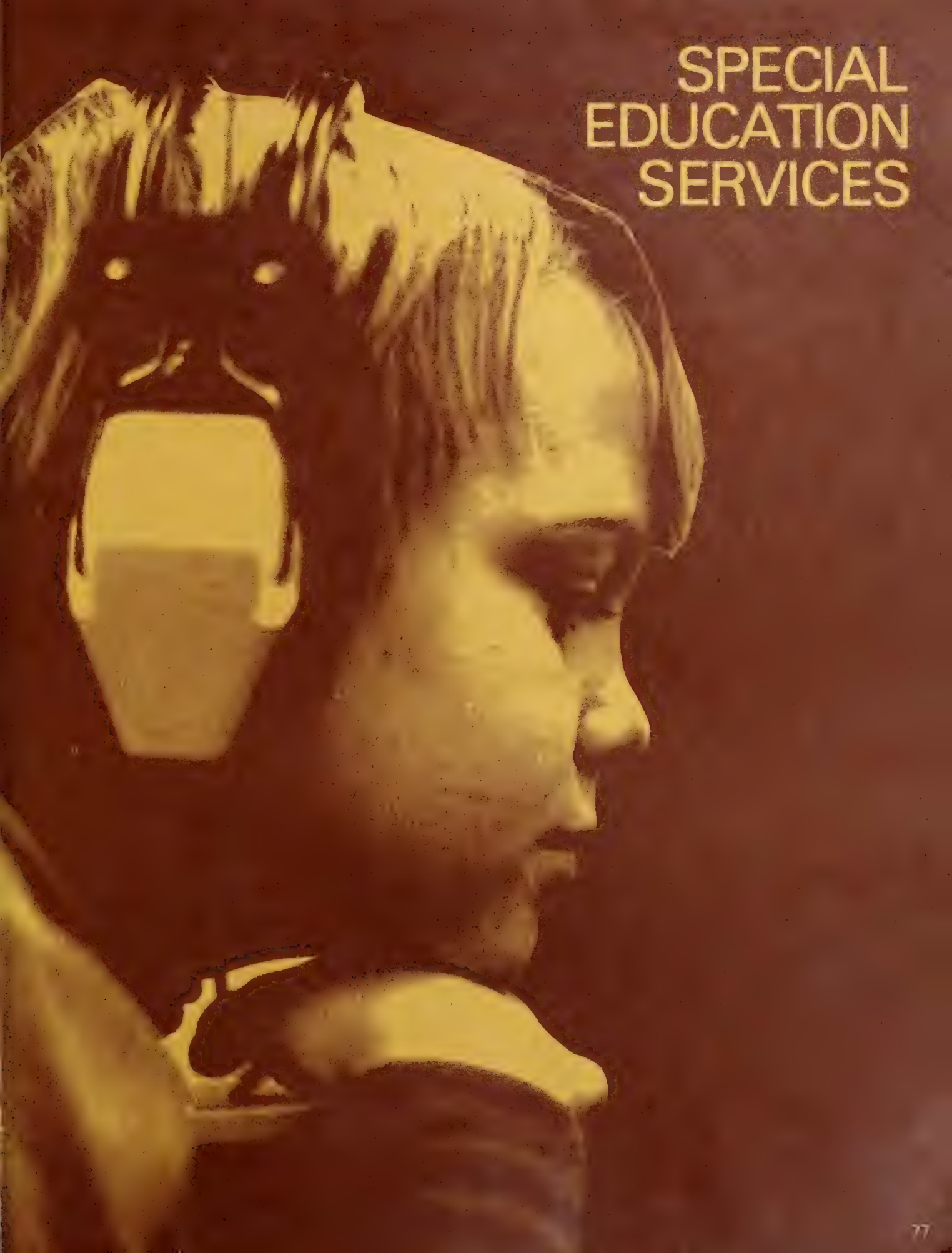
- Provincial coordination of ECPP activities through:
 - meetings with steering committees representative of Chambers of Commerce, service clubs, home and school associations, administrative and supervisory school personnel, teachers, and students;
 - meetings with information officers from post-secondary institutions, other government departments, and the private sector;
 - radio talk-shows and television appearances;
 - meetings with community groups;
 - evaluation sessions.
- Committee activities on various boards and committees
 - Health and Social Development, Culture, Youth & Recreation, Manpower and Labour, Advanced Education;
 - Alberta Teachers' Association Guidance Specialist Council Board;
 - Youth Involvement Program of Edmonton;
 - Council of Directors of Pupil Personnel Services;
 - Chairman, Steering Committee for Explorations in Career Planning Projects;
 - Policy Committee, Counsellor Leadership Seminar;
 - Advisory Council for counsellor education, University of Calgary, University of Alberta;
 - Alberta Advanced Education Counselling Advisory Committee of Student Services;

- Coordination with Vocational Information Service for Albertans (VISA project) piloted by Alberta Advanced Education
- Chairman of Learning Disability Fund Advisory Committee to
 - screen qualifications of applicants for registration;
 - publication of a registry of approved personnel;
 - information dissemination on LDF regulations;
 - consultation with school systems on LDF programs;
 - provincial tour of LDF operations.
- Other activities:
 - addresses to conferences, school boards, seminars;
 - program development with regional office guidance consultants;
 - maintenance of a psychological testing library;
 - consultations with school superintendents.

Anticipated Activities

- School Counsellor Career Exposure Program
 - a cooperative venture with the Alberta Department of Manpower;
- publication of a student handbook comparing high school courses with careers or occupations;
- 10 projects (Career Fairs) to be held throughout the province;
- establishment of a committee to review suitability of tests and to advise school systems.

SPECIAL EDUCATION SERVICES



REPORT OF THE DIRECTOR OF SPECIAL EDUCATIONAL SERVICES

The responsibility of the Special Educational Services Branch involved general supervision over all aspects of special education, the education of children by the Alberta School for the Deaf, activities of the supervisor of counselling and guidance, administration of the Learning Disabilities Fund, regulation of private schools, and regulation of summer and extension programs in basic education by school boards.

The major activities in 1973-74 included:

- development of procedures for the administration of the Learning Disabilities Fund which provides for the employment by school boards of specially qualified staff registered to
 - diagnose and assess learning difficulties;
 - develop programs for children to overcome learning handicaps;
 - provision of speech therapy;
 - consultation with teachers and parents;
 - implementation of special remedial programs.
- development of a comparative evaluation by Dr. Stanley Perkins, University of Lethbridge, of three sets of services provided by (1) the Learning Assistance Centre operating out of the Education Regional Office in Grande Prairie, (2) the Learning Assistance Field Service operated under Central Alberta Regional School District No. 3, and (3) the school board operated services under the Learning Disabilities Fund in Zone VI (Lethbridge area);

- preparation of a study paper on "Diversification within the Public School System" identifying possible alternatives in education delivery;
- preparation of a study paper on "Evaluation of Pupil Progress and Achievement in the Schools";
- preparation and publication of a study paper on "The Education of the Deaf in Alberta", identifying possible alternatives for future development;
- conduct of a number of surveys concerning compulsory attendance.

Anticipated Activities

- increase in consultative services to school boards in the areas of the education of the hearing impaired, the visually impaired and the mentally retarded;
- review of methods of financing the education of the handicapped children;
- establishing evaluative criteria for the education of the handicapped;
- development of curriculum guides and collections of resource materials for the teaching of the handicapped;
- review of legislation with special reference to the requirement of school boards to provide special education.

ALBERTA SCHOOL FOR THE DEAF

The school operated by the Government of Alberta at 6240 - 113 St. Edmonton, offered the following services:

- Enrolments ranged between 157 and 154 students in 20 regular and 3 pre-vocational classes;
- In addition, there were three classes in our Learning Centre;
- Eighteen students attended half-time vocational classes in two schools - W.P. Wagner and Victoria Composite High operated by the Edmonton Public School Board;
- Of 16 who graduated from the school, two went on to Gallaudet College and three continued in the Adult Deaf program at Alberta College. Eleven were placed in employment;
- Developmental Program in Perceptual Education and Remediation Training (PERT) was established for testing and assessment of all youngsters in the Junior Wing to identify those who needed perceptual training;
- The audiological and hearing aid evaluation program with the Glenrose Hospital covered every youngster in the school for the third year;
- The Learning Centre for the Emotionally Disturbed continued its program involving the Distar Language programs I and II in the Intermediate classes. The Distar was also introduced into the Senior level with success;

- The Resource Centre provided family counselling and workshops as well as in interaction with hard-of-hearing students and outside agencies. Over 1300 persons were served by such counselling.
- A number of tours for 579 members from pre-medical, nursing and teacher programs were conducted by the school;
- Professional development included a workshop on S.E.E. (Seeing Essential English) conducted by Mr. David Anthony who developed and authored the program. Teachers from Windsor Park School and parents also attended. Teachers participated in the Greater Edmonton Teachers' Convention;
- The facilities of the physical plant were used for external groups as the Federal and Provincial Retirement Seminars; the Tuxis Boys' Parliament; the Principals' and Counsellors' Leadership Course and for a short period of time by ACCESS NORTH. During the Easter recess temporary use was made by the Edmonton Autistic School.

Anticipated Activities

- The integration of the Perceptual Education Remediation Training Program into the regular program for juniors.
- Further diversification in the pre-vocational area involving typing and photography for offset printing.

ALBERTA CORRESPONDENCE SCHOOL

The major activities of the school are to provide instruction by correspondence to students who cannot avail themselves of regular classroom instruction. The instructional staff are all certificated teachers, and lesson exchange is conducted by mail. One travelling teacher covers a circuit to selected students for personal interviews and attention and to various offices related to sponsorship or promotion of correspondence courses.

Additional activities for 1973-74 featured:

- final evaluation of students in Grade XII courses which formerly were tested by Departmental examinations;
- attendance at Explorations in Career Planning Projects in eight Alberta centres to promote instruction by correspondence;
- provision of instructional support in six subject areas by open-line radio programs broadcast by CKUA;
- direct television programming in Building Construction 12, Automotives 12, and Electronics 10 on Cable 13 in cooperation with ACCESS;
- continuation of library loans to students;
- writing 25 new courses and revising 9 others during the year;
- continued professional development by 35 teachers through university credit courses, non-credit courses, and seminars;
- continuation of summer school programs for 138 junior high and 1411 senior high students, the latter generally to upgrade academic standing or to complete programs of study.

Detailed statistical data on enrolments, distribution, and finance appear in the Appendix.

Anticipated Activities

- direct television programming in Food Science 10;
- continuation of indicated 1973-74 activities.

DEPARTMENTAL SUPPORT SERVICES



REPORT OF THE DIRECTOR OF FINANCE, STATISTICS & LEGISLATION

At the commencement of 1973 the Branch was responsible for the accounting function for both Education and Advanced Education. Late 1973 marked the transfer of the accounting function for Advanced Education to the Department of Advanced Education. Exclusive of this, the major purposes of the branch related to serving the general administrative and accounting needs of the School Foundation Program Fund, the School Grants Act, other special funding programs, and the operations of the department.

The major activities for 1973-74 included:

- Determining the financial needs of the programs of the department;
- preparation of amendments to the School Act and the School Election Act in order to revise qualifications of electors and to effect other changes of a housekeeping nature; preparation of amendments to regulations under the purview of the Department in order to effect increases in grants, changes in qualifications for grants, and implementation of Small Schools Assistance Grants;
- Implementation of grant procedures and payments for Early Childhood Services, Educational Opportunities Fund, and Learning Disabilities Fund;
- Improving the reporting of statistical information gathered by the branch for purposes of grant payments;

- Analyzing current programs of support to school boards, research of an ongoing nature into the structure and effects of existing programs of financial assistance to school boards, and the preparation of statistical reports indicative of trends in demand for educational services;
- Increasing liaison between the Department and the Teacher's Retirement Fund, and service of the Director as a member of the Board of Administrators of the Teachers' Retirement Fund;
- an accounting of expenditures by geographical area for the appropriation of the Field Services Branch, and of Educational Services for Handicapped children;
- an accounting of grants for Early Childhood Services by type of grant;
- definition of programs of the Department for budgeting purposes;
- provision of internal printing, mailing, and stationery services for the department;
- the use of personnel hired under the Summer Temporary Employment Program for reorganizing Departmental files for microfilming purposes.

Anticipated additional activities are related to:

- a review of record keeping and processing procedures;
- development of electronic data processing capability for

- accounting and statistical generation and analysis;
- continued upgrading of printing services and capability for internally produced publications.
- participation with the Treasury Department and Provincial Auditor staff in short and long term financial planning and financial information systems.

Financial reports of the operation of the department appear in the annual Estimates of Expenditure.

Financial summaries of the operations of public school boards are printed as a supplement to this report.

Additional tables on specific topics appear in the Appendix.

REPORT OF THE DIRECTOR OF SCHOOL BUILDING ADMINISTRATION

The major responsibilities were to administer the School Buildings Act and regulations as well as related government programs.

The School Buildings Board membership in June 1974 consisted of

Dr. S. N. Odynak, Chairman

Mr. J. Blocksidge

Mr. W. Ede

Mr. D. Menzies

Mr. H. Strohbach

Mr. L. Grant, Secretary

The Board held 27 meetings and dealt with 558 items as follows:

- New School Buildings	60
- Additions to School Buildings	127
- Rennovations to Existing School Buildings	126
- School Life Extension Program	160
- Early Childhood Services Program	85

The Branch employed 14 persons including secretarial and support staff.

Major activities for 1973-74 were:

- re-writing of the School Buildings Regulations;
- formation of a School Facilities Advisory Committee;
- establishment of guidelines for the School Building Quality Restoration Program;

- identification of financial support for capital projects under Early Childhood Services;
- identification of financial assistance for capital projects for schools being developed by associations for the mentally retarded.

A report on school building projects for which tenders were approved from July 1, 1973 to June 30, 1974 appears in the Appendix.

REPORT OF THE DIRECTOR OF PLANNING AND RESEARCH

The branch was established in April 1974. The major activities for the reporting period were:

- specification of functions of the branch and establishment of short and long range priorities in consultation with affected and interested groups, branches and departments;
- review of research projects and selection of projects for funding;
- acquisition of staff.

Anticipated Activities

- development and publication of a detailed statement on operational functions, policies, and procedures;
- review and selection of research proposals;
- conduct of research projects related to the Minister's Advisory Committee on School Finance;
- administration of research projects in the major areas of
 - curriculum development and implementation;
 - special education;
 - school withdrawals, vandalism, television.
- review of policy development, problem identification, and recommendations of alternatives.

REPORT OF THE DIRECTOR OF PERSONNEL SERVICES

The major responsibilities relates to administration of the Public Service Act and regulations which cover all Alberta Education employees except the Deputy Minister.

The major activities for 1973-74 were:

- Recruitment and selection of staff, including
 - conduct of 75 competitions for which there were 1,207 applicants resulting in 395 interviews.
 - employment of 89 persons exclusive of junior clerical personnel recruited through the office of the Public Service Commissioner.
 - employment of 36 teachers for the Alberta Correspondence School from 294 applications received in a perpetual open competition.
 - employment of 12 summer temporary correspondence teachers from recruitment at the University of Alberta.
- Processed 136 transactions for position reclassification, position creations, appeals, and updating of job descriptions for the Public Service Commissioner on behalf of Alberta Education.
- Provided advice to branch heads in discipline and grievance matters; there were no formal grievances during the year.
- Administered staff development leave regulations for four persons on educational leave, 31 on course subsidization, and 22 in training courses offered by the Personnel Administration Office. The latter included:

Executive Reading Program	2
Middle Management Conference	1
Introduction to Supervision	6
Planning for Retirement	10
Supervisory Development	1
Interviewing and Counselling	1
Executive Development	1

22

- Provided consultation and assistance in implementing a new Management Classification Plan effective December 1, 1973 for the 127 Alberta Education staff affected.
- Facilitated the exploration and trial of flex-time with two branches providing flexibility in daily work schedules without increasing cost or decreasing public service.
- Prepared and submitted personnel documentation to appropriate authorities for processing.

December 1, 1973 saw the Government's Management Classification Plan implemented throughout the service. Extensive consultation with the 127 staff encompassed by the plan was undertaken by members of the Department. The plan offers greater flexibility to departments in the allocation of managerial positions within designated limits.

Two branches in the Department elected to experiment with the flex-time concept and an evaluation of the results is expected within the forthcoming reporting year. The concept is to provide employees with more control over their own terms of employment without affecting service to the public or resulting in increased costs of doing business.

Department staff complement as of June 30, 1974 is noted below.

DEPARTMENT STAFF COMPLEMENT

AS OF JUNE 30/74

<u>Branch Name</u>	<u>Appropriation</u>	<u>Filled</u>	<u>Vacant</u>	<u>Total</u>
Minister's Office	1301	4	0	4
General Administration	1302	48	8	56
School Buildings	1315	13	1	14
Planning & Research	1316	2	0	2
Personnel Office	1317	6	1	7
Educational Services - Handicapped Children	1319	9	0	9
Administration - Educational Services Handicapped	1320	3	13	16
Field Services	1321	107	16	123
Counselling and Guidance	1322	2	1	3
Registrar	1323	12	1	13
Special Education Services	1325	2	2	4
Examinations Development	1326	7	3	10
Early Childhood Services	1327	12	7	19
Administration - Educational Opportunity Fund	1330	2	0	2
Alberta Correspondence School	1331	151	39	190
Alberta School for the Deaf	1332	97	8	105
Curriculum	1341	16	2	18
Audio Visual Services	1342	30	2	32
Student Evaluation and Data Processing	1344	47	16	63
Communications	1345	3	0	3
Alberta Education Communications Authority	1346	3	0	3
		<u>576</u>	<u>120</u>	<u>696</u>
*School Book Branch	5004	48	3	51

* This branch is administered in part by the Department; hence, its staff complement is shown as an appendix.

ALBERTA SCHOOL BOOK BRANCH

The major purpose was to purchase and distribute books on a non-profit basis to school boards, teachers, and book dealers. Secondary clients are correspondence students, schools in the Northwest Territories, and government educational institutions.

The major activities for 1973-74 were:

- sales of books amounting to \$3,860,000 of which approximately 73% was for textbooks, 10% at each of NAIT and SAIT bookstores, over 5% for special order titles, and the remainder for test materials;
- sales (included above) for textbook rental plans amounting to over \$1.7 million at a 40% discount to school systems for rental to students requiring provincial support of over \$430,000;
- sales (included above) of nearly \$100,000 to book dealers for resale;
- accommodation of a nation-wide railway strike in August-September 1973 and delays in supplying books for school opening;
- supply of books selected by Alberta Advanced Education for instruction in English and French as second languages;
- supply of standardized tests evaluated as appropriate by Alberta Education Counselling and Guidance Office;
- accommodation of increasing delays in supply caused by critical shortages of book paper, and of rapid escalation of prices;
- participation in a CBC radio program to acquaint the public with School Book Branch operations;

- conference with Book Bureau managers of western provinces concerning emerging trends in supply and prices, common authorizations, stock exchange, transportation rates, and possibilities of publication in western Canada;
- conferences with the Canadian Book Publishers' Council on mutual problems;
- explorations of feasible services following the concept of an Alberta Learners' Mart.

REPORT OF THE DIRECTOR OF COMMUNICATIONS

The purposes of the Communications Branch are to develop and maintain effective two-way exchange of information to the public, the interest groups and individuals concerned with basic education. Until April 1, 1974, the branch served both Education and Advanced Education.

The major activities for 1973-74 included:

- production of news releases and related information bulletins on policy development;
- publication of a brochure on school finance in Alberta;
- preparation of annual reports for Education and Advanced Education, including development of revised formats;
- preparation of a variety of feature articles on institutions in Advanced Education for publication in weekly, monthly and quarterly periodicals;
- liaison with the Bureau of Public Affairs;
- development of a consistent identity for Alberta Education publications;
- extension of services to cover the needs of Early Childhood Services and Planning and Research branches;
- response to a large number of public, press, media, and other enquiries, and liaison with media on development of feature articles;
- maintained a clipping service from Alberta daily and weekly newspapers;
- development of Alberta Education displays for career fairs, and major conferences;
- editing of department reports for public distribution;
- production of Intercom - an internal newsletter;
- extensive work with school systems and other government departments on issues of mutual concern and interest.

A number of special assignments undertaken by the branch includes:

- service on the Advisory and Working Committee of the study of libraries in Alberta;
- consultation to the Council of Ministers of Education in Canada on public relations and information dissemination;
- representation on the Differentiated Staffing Committee of the Alberta Teachers' Association, and presentations at seminars and conferences on the use of teacher aides in classrooms;
- collection and analysis of reactions to the Pupil Transportation study paper;
- liaison on a public survey of attitudes towards school trustees;
- representation and presentations at a number of annual conferences, conventions, and special meetings;
- promotion of Education Week and related activities.

Anticipated extension activities for 1974-75 include:

- publication of a number of descriptive brochures on facets of Alberta Education;
- consolidation of responses on "The Right to Know", a report on libraries in Alberta;
- development of ACCESS productions on school-community public relations;
- establishment of a word-processing system for publication use.

STATISTICAL APPENDIX



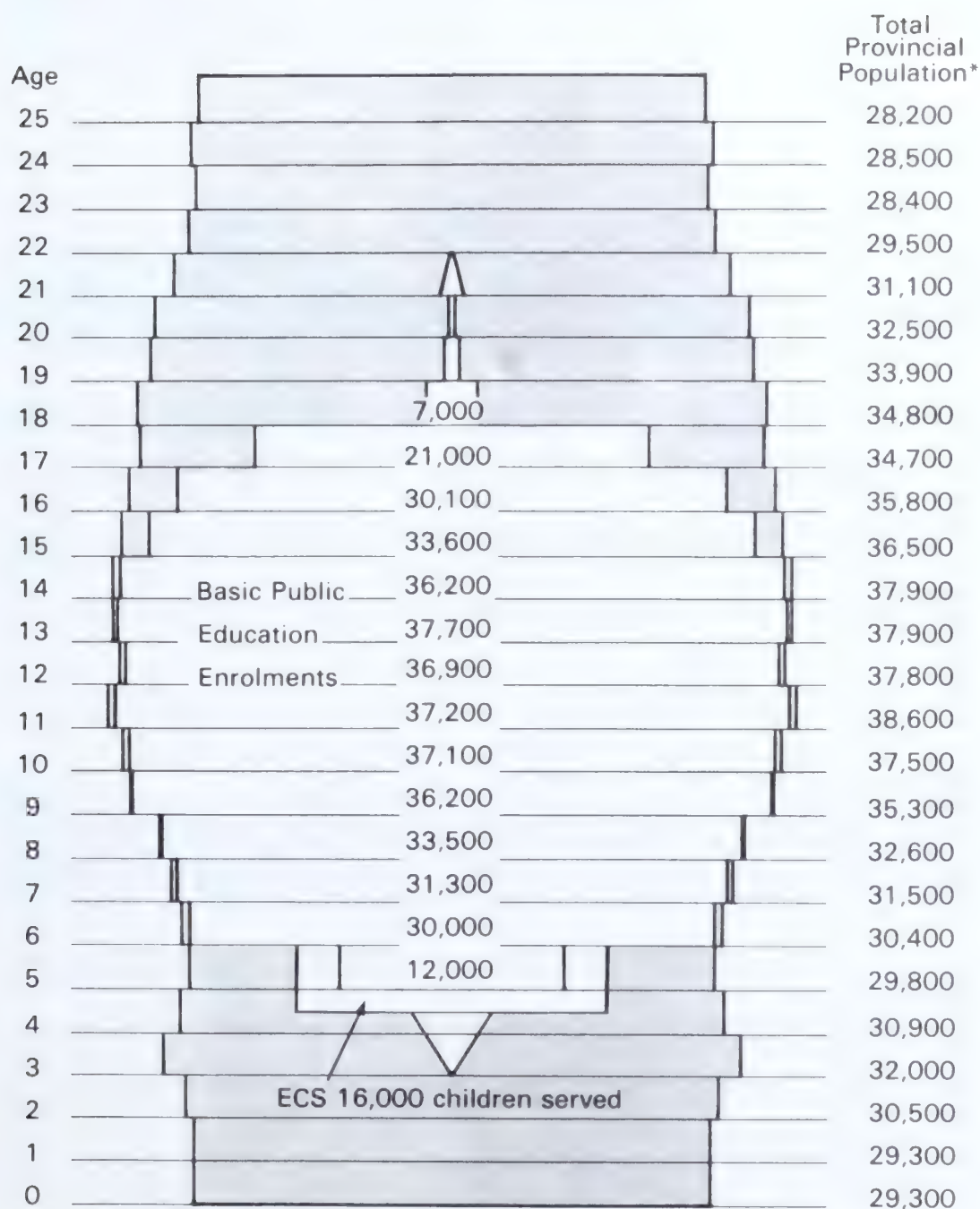
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TABLE A

THE SHAPE OF THE EDUCATION POPULATION.
ALBERTA POPULATION AGE 0-25, 1973-74.



Population figures are projections. There may be minor errors due to rounding, short term migration and related factors.

*Derived from birth rates for ages 0 - 5 and from projections of 1971 census figures for ages 6 - 25.

ENROLMENT IN ACADEMIC SUBJECTS (HIGH SCHOOL GRADES)

SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL	SUBJECT	No. of Schools	Male	Female	TOTAL
Accounting 10	240	4,516	6,867	11,383	Food Science 10	145	1,859	3,849	5,708	Music 10	110	540	1,317	1,847
Accounting 20	217	2,159	3,886	6,045	Food Science 20	104	314	1,428	1,742	Music 20	74	173	500	673
Accounting 30	139	604	1,191	1,795	Food Science 30	61	70	434	504	Music 30	38	48	178	226
Agriculture 10	31	400	92	492	Foods & Nutrition 10	45	148	400	548	Music 11	169	1,454	1,571	3,005
Agriculture 20	8	58	10	68	Foods & Nutrition 20	27	29	180	209	Music 21	143	890	413	1,303
Art 20	131	1,380	1,529	2,909	Foods & Nutrition 30	13	11	77	88	Music 31	119	418	550	968
Art 21	35	289	633	692	French 10	228	3,240	4,918	8,158	Music 12	129	155	510	308
Art 30	98	615	786	1,401	French 20	224	2,032	3,732	5,764	Needlework 10	6	-	71	71
Art 31	30	101	167	268	French 30	215	1,695	3,801	5,496	Occupations 10	80	859	712	1,571
Art 10	195	4,142	4,376	8,518	French 36	8	8	71	79	Office Practice 30	118	57	1,806	1,863
Aspects of Living 15	3	61	50	111	French 11	56	950	1,814	2,764	Perspectives for Living 15	4	88	127	215
Automotives 10	26	205	9	214	French 21	47	367	799	1,166	Physical Education 10	288	16,850	16,515	33,365
Automotives 20	3	45	-	45	French 31	37	130	394	524	Physical Education 20	255	7,589	5,165	12,754
Automotives 30	1	15	-	15	Geography 20	165	2,294	1,283	3,577	Physical Education 30	166	2,896	1,760	4,656
Biology 10	265	5,807	7,811	13,618	German 10	69	738	944	1,682	Physics 10	261	9,118	3,908	13,026
Biology 20	275	11,468	13,114	24,562	German 20	55	446	600	1,046	Physics 20	251	6,659	2,571	9,230
Biology 30	268	7,877	9,798	17,675	German 30	38	274	363	587	Physics 30	218	4,565	1,188	5,753
Biology 36	42	68	132	200	German 31	1	3	8	11	Physics 36	21	66	34	100
Business Foundations 10	105	1,224	1,573	2,797	Health & Personal Development 10	75	634	693	1,327	Physics 30X	15	403	77	480
Business Foundations 20	37	291	255	546	Home Economics Crafts 10	14	12	233	245	Polish 15	2	7	21	28
Business Foundations 30	97	977	1,151	2,128	Homes & Home Furnishings 20	1	-	8	8	Polish 25	2	2	14	16
Business Machines 72	29	156	493	649	Home Economics 10	67	74	407	481	Psychology 20	191	3,741	5,340	9,081
Business Machines 30	102	437	2,031	2,468	Home Economics 11	10	199	17	216	Reading 10	117	1,632	1,348	2,980
Business Organization & Man. 30	102	437	2,031	2,468	Home Economics 21	33	87	248	335	Recordkeeping 10	112	974	1,454	2,428
Chemistry 10	284	11,401	11,250	22,651	Humanities 15	4	47	85	132	Religious Studies 10	66	2,734	2,829	5,563
Chemistry 20	267	8,114	7,946	16,060	Hungarian 15	2	-	2	2	Religious Studies 20	54	2,018	2,153	4,171
Chemistry 30	167	2,568	2,379	4,927	Hungarian 25	3	9	14	23	Religious Studies 30	33	1,034	1,074	2,108
Chemistry 30X	127	3,615	3,271	6,886	Hungarian 35	3	8	8	16	Russian 15	2	2	3	5
Chemistry 36	15	54	88	142	I.A. Electronics 10	1	24	-	24	Russian 25	1	1	1	3
Child Care & Home Nursing 10	14	1	88	89	Italian 15	1	-	1	1	Russian 35	1	-	1	1
Clerical Practice 20	116	130	2,459	2,589	Italian 25	2	-	2	2	Science 11	234	4,591	4,498	9,089
Clothing & Textiles 10	142	22	3,699	3,721	Italian 35	-	-	1	1	Science 14	11	441	388	829
Clothing & Textiles 20	115	6	1,583	1,589	Language 21	27	71	146	217	Shorthand 20	117	25	2,440	2,465
Clothing & Textiles 30	84	-	580	580	Langue et Littérature 10	10	124	189	313	Shorthand 30	90	3	915	918
Communications 21A	67	1,374	1,302	2,676	Langue et Littérature 20	8	86	133	219	Shorthand 31	50	11	633	644
Communications 21B	43	572	691	1,263	Langue et Littérature 30	7	41	65	106	Social Science 10A	4	28	18	46
Cree 15	2	23	20	43	Latin 10	34	55	71	126	Social Science 10B	50	26	24	50
Cultural Studies 15	1	39	29	68	Latin 20	16	1	3	40	Social Science 10C	14	112	124	236
Cultural Studies 25	1	19	17	36	Latin 30	7	8	12	20	Social Science 20A	5	45	47	92
Drafting 10	83	992	126	1,118	Latin 36	1	-	2	2	Social Science 20B	7	59	84	143
Drafting 20	28	208	17	225	Law 20	194	3,988	3,106	7,094	Social Science 30	7	59	84	143
Drafting 34	7	46	2	48	Literature 11	54	229	268	497	Social Studies 10	287	17,486	17,502	34,988
Drama 10	145	1,900	2,751	4,651	Literature 21	104	683	915	1,598	Social Studies 20	276	10,954	11,371	22,725
Drama 20	108	752	997	1,749	Literature 21A	38	915	1,024	1,939	Social Studies 30	263	6,738	7,699	14,437
Drama 30	78	301	490	791	Literature 21B	19	338	483	821	Social Studies 36	112	580	482	1,062
Driver Education 10	99	1,439	1,257	2,696	Mathematics 10	287	9,930	9,939	19,869	Sociology 20	202	3,300	4,038	7,338
Economics 30	159	1,157	2,672	3,829	Mathematics 20	280	7,742	7,710	15,452	Spanish 15	17	11	25	36
English 10	280	12,311	13,828	26,139	Mathematics 30	265	7,757	6,750	14,507	Spanish 25	7	4	10	14
English 20	273	9,286	10,719	20,005	Mathematics 31	134	2,320	779	3,099	Typewriting 10	293	8,575	15,544	24,119
English 30	269	9,204	9,972	19,176	Mathematics 31-36	10	24	45	69	Typewriting 20	257	1,207	8,528	9,735
English 36	69	250	252	502	Mathematics 33	140	2,831	1,824	4,655	Typewriting 30	221	267	4,067	4,309
English 13	209	5,935	4,302	10,237	Mathematics 36	24	77	101	178	Ukrainian 10	25	203	209	412
English 23	201	4,538	3,666	8,204	Merchandising 20	87	836	1,319	2,155	Ukrainian 20	24	107	123	230
English 33	187	3,823	3,467	7,290	Merchandising 30	28	98	188	286	Ukrainian 30	18	74	97	171
Fabrics & Dressmaking 10	42	6	329	335	Modern Living 10	54	76	699	775	Workshop 10	1	-	1	1
Fabrics & Dressmaking 20	21	-	155	155	Modern Living 20	33	128	470	598	Workshop 21	17	162	7	169
Fabrics & Dressmaking 30	21	-	66	66	Modern Living 30	23	115	319	434	Workshop 30	2	10	-	10

ENROLMENT IN VOCATIONAL SUBJECTS (HIGH SCHOOL GRADES)

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TABLE D

ORGANIZATION OF SCHOOLS - GENERAL

September 1973 - June 1974

No. of 1-Room Schools	80
No. of Multiple Room Schools	
2-Room Schools	42
3-Room Schools	52
4-Room Schools	60
5-Room Schools	58
6-Room Schools	64
7-Room Schools	43
8-Room Schools	46
9-Room Schools	97
10-Room Schools	59
11 to 15 Rooms.	273
16 to 20 Rooms.	193
21 to 25 Rooms.	100
26 to 30 Rooms.	47
31 or more Rooms.	59
Total Schools	1,273
Total Enrolment	419,755

No. of Classrooms:

Elementary (Grades 1 - 6)	8,675
Junior High (Grades 7 - 9).	4,266
Senior High (Grades 10 - 12).	3,388
Elementary and Junior High.	109
Junior High and Senior High	10
Elementary, Junior and Senior	2
	<u>16,450</u>

TABLE E

CLASSIFICATION OF SCHOOLS BY NUMBER OF CLASSROOMS

Number of Classrooms in School or School Systems	1971-72	Number of Schools 1972-73	1973-74	Two Year Increase in Schools	Two Year Decrease in Schools
1	91	82	80	---	11
2	61	71	42	---	19
3	55	65	52	---	3
4	79	96	60	---	19
5	66	59	58	---	8
6	75	84	64	---	11
7	51	46	43	---	8
8	53	66	46	---	7
9	90	94	97	7	---
10	82	67	59	---	23
11-15	300	305	273	---	27
16-20	188	167	193	5	---
21-25	98	97	100	2	---
26-30	42	47	47	5	---
31 or more	45	48	59	14	---
				(33)	(136)
TOTAL	1,376	1,394	1,273		103

During the same two year period the total number of classrooms decreased by 103

TABLE F

SCHOOL DISTRICTS

	To June, 1973	1973-74
Number of School Districts established during the year.	22	7
Number of School Districts dissolved during the year.	3	0
Number of School Districts in the province including Units in Consolidated School Districts.	4,309	4,316
Number of Regional School Districts in the province.	2	2
Number of Consolidated School Districts in the province.	3	3
Number of School Districts in Consolidated School Districts	11	11
Number of School Divisions and Counties in existence.	60	60

ESTABLISHED DURING YEAR JULY 1, 1973 TO JUNE 30, 1974

<u>Name of District</u>	<u>Number</u>	<u>Date of Establishment</u>
Smoky View	S.D. 5314	November 15, 1973
Moonshine Trail	S.D. 5315	November 15, 1973
Fort MacKay	S.D. 5145	December 7, 1973
Begoray River	S.D. 5316	January 9, 1974
Homesteader	S.D. 5317	January 10, 1974
Goose River	S.D. 5318	January 10, 1974
Harlech	S.D. 5319	January 1, 1974

TABLE G

OPERATION OF SCHOOL DISTRICTS, DIVISIONS AND COUNTIES

Year	No. of School Districts in Existence	No. of Schools and School Systems in Operation	No. of Rooms in Operation	Percentage of School Districts With Operating Schools	No. of School Divisions and Counties	No. of School Divisions and Counties	No. of School Districts not in Divisions and Counties
1935-36	3,734	3,492	5,873	90.49	11	754	2,980
1936-37	3,926	3,542	5,935	90.22	22	1,491	2,435
1937-38	3,978	3,591	6,034	90.27	44	3,087	891
1938-39	3,992	3,592	6,082	90.27	46	3,260	732
1939-40	4,008	3,596	6,180	89.55	48	3,346	662
1940-41	4,005	3,639	6,276	90.86	50	3,448	557
1941-42	4,001	3,625	6,327	90.60	50	3,489	512
1942-43	4,008	3,277	5,988	81.76	49	3,515	493
1943-44	4,012	2,852	5,603	71.03	52	3,558	454
1944-45	4,022	2,595	5,419	64.52	54	3,615	407
1945-46	4,034	2,722	5,716	70.57	55	3,639	395
1946-47	4,041	2,659	5,828	67.45	57	3,701	340
1947-48	4,046	2,550	5,811	63.02	57	3,734	312
1948-49	3,950	2,459	5,915	62.25	57	3,754	196
1949-50	3,965	2,302	6,050	58.08	57	3,776	189
1950-51	3,979	2,136	6,232	53.68	58	3,799	180
1951-52	3,990	2,137	6,392	48.80	58	3,811	179
1952-53	4,008	2,036	6,552	44.56	58	3,827	181
1953-54	4,029	1,836	6,946	39.84	59	3,829	200
1954-55	4,049	1,714	7,368	35.71	59	2,871	178
1955-56	4,080	1,558	7,801	31.20	59	3,918	162
1956-57	4,100	1,420	8,267	27.10	59	3,934	166
1957-58	4,112	1,318	8,729	23.76	59	3,938	174
1958-59	4,132	1,253	9,407	21.39	59	3,944	186
1959-60	4,159	1,400	10,066	19.90	58	3,955	204
1960-61	4,174	1,346	10,741	17.27	59	3,995	179
1961-62	4,203	1,416	11,285	17.49	59	4,023	180
1962-63	4,217	1,377	11,801	16.95	59	4,036	181
1963-64	4,227	1,350	12,446	16.44	59	4,043	184
1964-65	4,234	1,340	12,996	15.82	59	4,057	177
1965-66	4,239	1,376	13,601	15.31	59	4,065	174
1966-67	4,261	1,385	14,232	15.04	60	4,091	170
1967-68	4,268	1,388	14,889	14.67	60	4,099	169
1968-69	4,270	1,400	15,516	14.43	60	4,108	162
1969-70	4,267	1,366	16,250	14.08	60	4,116	151
1970-71	4,273	1,382	16,587	13.88	60	4,124	149
1971-72	4,290	1,376	16,786	13.75	60	4,143	147
1972-73	4,309	1,394	16,587	13.62	60	4,163	146
1973-74	4,316	1,273	16,450	13.46	60	4,169	147

TABLE H

OPERATION OF SCHOOLS BY SCHOOL DIVISIONS, COUNTIES AND INDEPENDENT SCHOOL DISTRICTS 1973-74

Unit	No.	Enrolment by Grades (Sept. 30/73)					Total Rooms (June 30/74)	Gross Total Teachers (June 30/74)	Unit	No.	Enrolment by Grades (Sept. 30/73)					Total Rooms (June 30/74)	Gross Total Teachers (June 30/74)
		1 - 6	7 - 9	10 - 12	Total						1 - 6	7 - 9	10 - 12	Total			
Berry Creek S. Div.	1	98	61	45	204	12	13	Beaver	9	1,045	581	467	2,093	69	113		
Cardston	2	1,473	773	594	2,840	110	123	Wetaskiwin	10	1,164	707	365	2,236	98	133		
Medicine Hat	4	459	246	64	769	40	52	Barrhead	11	1,167	643	564	2,374	88	121		
Taber	6	1,390	764	670	2,824	121	171	Athabasca	12	1,202	693	492	2,387	99	130		
Acadia	8	455	243	251	949	46	56	Smoky Lake	13	572	304	320	1,196	50	64		
Sullivan Lake	9	123	58	34	215	12	15	Lacombe	14	1,675	1,002	859	3,536	139	202		
Peace River	10	1,558	845	667	3,070	125	171	Wheatland	16	1,021	518	374	1,913	83	103		
Yellowhead	12	2,545	1,439	1,046	5,030	195	279	Mountain View	17	1,994	1,182	985	4,161	162	226		
Rocky Mountain	15	1,554	742	553	2,849	99	130	Paintearth	18	595	332	292	1,219	52	75		
Neutral Hills	16	362	170	145	677	33	43	St. Paul	19	882	501	318	1,701	72	97		
Sturgeon	24	1,342	686	-	2,028	72	103	Strathcona	20	5,778	2,651	2,094	10,523	392	531		
Willow Creek	28	1,431	873	734	3,038	118	174	Two Hills	21	710	407	333	1,450	57	81		
Pincher Creek	29	770	384	484	1,643	56	80	Camrose	22	1,198	716	467	2,381	108	137		
Starland	30	308	185	149	642	30	37	Red Deer	23	2,170	1,279	827	4,276	178	251		
Wainwright	32	905	543	483	1,931	77	111	Vermilion River	24	1,105	661	532	2,298	103	144		
Provost	33	516	293	198	1,007	48	63	Leduc	25	2,781	1,466	993	5,240	191	272		
Westlock	37	1,268	762	603	2,633	107	138	Lethbridge	26	1,525	843	786	3,154	131	173		
Foothills	38	1,789	1,017	646	3,452	132	186	Kinburn	27	949	518	621	2,088	86	128		
Calgary	41	2,495	1,413	888	4,796	184	266	Lac Ste. Anne	28	1,855	1,018	709	3,582	154	191		
Bonnyville	46	1,369	778	759	2,906	117	154	Flagstaff	29	1,211	652	594	2,457	106	142		
Spirit River	47	976	534	348	1,858	78	99	Lamont	30	869	493	437	1,799	77	99		
High Prairie	48	1,886	984	815	3,685	145	204	Parkland	31	3,548	1,665	1,257	6,470	245	346		
Fairview	50	782	420	347	1,549	64	83	Edmonton S. District	7	34,181	18,511	17,923	70,615	2,697	3,884		
Lac La Biche	51	1,273	565	361	2,219	86	126	Calgary	19	41,003	21,806	18,488	81,297	3,162	4,420		
Fort Vermilion	52	1,571	488	116	2,175	80	133	Lethbridge	51	3,655	2,062	1,991	7,708	295	403		
East Smoky	54	1,015	497	318	1,830	73	99	Medicine Hat	76	2,275	1,381	1,554	5,210	198	281		
Three Hills	60	1,002	523	441	1,966	93	127	Red Deer	104	2,594	1,519	1,635	5,748	204	316		
Northland	61	1,924	441	11	2,376	116	145	Wetaskiwin	264	598	340	641	1,579	62	95		
Drumheller Valley	62	652	377	565	1,600	60	87	Camrose	1315	636	393	671	1,700	65	90		
Crowsnest Pass	63	803	425	360	1,588	63	89	Grande Prairie	2357	1,547	756	964	3,267	119	178		
Grande Prairie County	1	1,492	789	508	2,789	111	152	Calgary R.C.S.	1	11,071	5,891	4,916	21,878	775	1,036		
Vulcan	2	787	471	386	1,644	76	101	Edmonton	7	15,091	8,205	7,303	30,599	1,219	1,639		
Ponoka	3	1,582	1,022	896	3,500	146	198	Lethbridge	9	1,129	637	504	2,270	89	112		
Newell	4	851	443	261	1,555	76	96	Wetaskiwin	15	136	64	-	200	9	13		
Warner	5	932	524	427	1,883	80	106	Red Deer	17	643	356	344	1,343	51	64		
Stettler	6	649	353	22	1,024	52	62	Medicine Hat	21	943	444	431	1,818	66	91		
Thorild	7	718	418	374	1,510	62	75	Drumheller	25	178	102	-	280	9	14		
Forty Mile	8	637	344	284	1,265	54	81	Grande Prairie	28	598	257	144	999	37	51		

TABLE H — continued

OPERATION OF SCHOOLS BY SCHOOL DIVISIONS, COUNTIES AND INDEPENDENT SCHOOL DISTRICTS 1973-74

Unit	No.	Enrollment by Grades (Sept. 30/73)						Total Rooms (June 30/74)	Gross Total Teachers (June 30/74)	Enrollment by Grades (Sept. 30/73)						Total Rooms (June 30/74)	Gross Total Teachers (June 30/74)
		1 - 6	7 - 9	10 - 12	Total	1 - 6	7 - 9	10 - 12	Total	No.	1 - 6	7 - 9	10 - 12	Total			
Camrose	60	316	168	-	484					88	135	57	-	192		9	9
St. Albert S. District	3	1,159	540	534	2,233					94	147	-	-	147		6	7
Canmore	168	205	144	99	448					95	145	101	-	246		9	11
Stettler	1475	484	269	655	1,408					97	175	92	90	357		12	20
Brooks	2092	741	367	374	1,482					104	244	112	-	356		14	19
St. Paul	2228	679	383	-	1,062					110	186	85	76	347		13	19
Hedeliff	2283	360	184	-	544					111	249	116	-	365		17	19
Bonnyville	2665	472	263	-	735					102	294	138	185	617		26	35
Fort McMurray	2893	966	331	337	1,634					1699	154	73	-	227		10	12
Hanna	2912	377	201	237	815					3063	378	209	162	749		30	41
Devon	4972	324	168	129	621					4152	15	-	-	15		1	1
Swan Hills	5109	312	112	-	424					4233	16	2	-	18		2	2
Grande Cache	5258	575	234	104	913					4910	80	-	-	80		3	4
Thibault C.P.	35	352	171	112	635					4981	116	61	-	177		9	12
Glen Avon P.S.	5	294	168	-	462					4986	912	323	-	1,255		59	76
St. Albert P.S.	6	1,787	891	716	3,394					5012	271	63	-	264		13	17
St. Martin's R.C.S.	16	156	69	-	225					5029	1,18	569	-	1,677		67	124
Pincher Creek- St. Michael's	18	220	118	82	420					26	88	36	10	134		6	7
Thereseetta	23	83	48	42	173					57	(see Div. 61)						
McLennan	30	140	74	-	214					105	1,067	419	295	1,781		63	77
Wainwright	31	184	73	-	257					165	100	44	37	181		7	8
Fort McMurray	32	657	275	-	932					138	203	101	85	389		14	21
St. Thomas More	35	222	125	76	423					St. Rita's R.C.S.	68	31	-	99		5	5
Spirit River	36	57	19	-	76					51	65	27	-	92		5	5
Rosary	37	147	63	-	210					46	53	22	-	75		4	4
Peace River	43	286	137	124	547					8	42	19	-	61		5	6
Killam	49	62	42	-	104					38	22	25	-	47		3	3
Assumption	50	80	36	-	116					69	237	156	103	490		21	31
Taber	54	307	156	102	565					St. Paul Reg. H.S.	1	-	-	581		21	36
High Prairie	56	261	139	-	400					4	-	-	415	415		15	24
Cold Lake	64	114	80	82	276					Total Enrollment	212,830	117,808	94,017	419,755		16,450	
Provost	65	116	75	89	280					Total Number of Rooms							
Grand Centre	67	125	47	-	172					Total Number of Teachers							22,800
Beaverlodge	68	68	58	-	126					DISTRICTS - NO OPERATING ENROLLMENT:							
Coaldale	73	139	84	-	223					Raymond No. 100; Norvel No. 172; Lake Louise No. 1063; Roseheim No. 1892; Western Ridge No. 3483;							
Picture Butte	79	116	62	-	178					Hechenheim No. 2094; Portismouth No. 3705; Farway No. 4689; Buffalo Park No. 5047; St. Isidore							
Bow Island	82	106	66	51	223					No. 5054; Kewstone Valley No. 5098; Harvie Heights No. 5198; Smithbridge P.S. No. 7; Mazenod							
Valleyview	84	219	104	-	323					No. 42; St. Monica No. 44; Crossroads No. 466; Mount Star No. 58; Morning View No. 99; Flossen							
										Hill No. 61; Piquit No. 62; Macleay No. 63; Hayter No. 70; Luxembourg No. 71; South Coaldale							
										No. 74; North Coaldale No. 75; East Coaldale No. 76; Granite Falls No. 77; Battersea No. 78;							
										Winifred No. 81; Huntsville No. 85; Strand No. 86; Trowsdale No. 88; Harmon Valley No. 89;							
										Gartley No. 101; White Rose No. 102; Morning Glory No. 103; Bulmer No. 104; Shaulnessy No. 107;							
										Rosedale No. 108; Rosemont No. 112; Courtland Hill No. 113; Sampson No. 115; Noe No. 116;							
										Havfield No. 117; Pio Grande No. 118; North Beaverlodge No. 119; Tomahawk No. 120; Violet							
										Grove No. 121; Aubindale No. 122; Lansdell No. 123; Bevin No. 124; Willow Trail No. 125;							
										Burdett No. 83; Berwyn No. 89;							

TABLE I

DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE AS AT SEPTEMBER 30, 1973

[illegible]

* Underage Children with special Ministerial Approval

TABLE J

ACCELERATION AND RETARDATION

Enrollment as at September 1, 1973

	Under Modal Age			Modal Age			Over Modal Age			Total
	Number	Percent	Age	Number	Percent		Number	Percent		
Elementary:										
Grade I	11,899	35.70	6+	19,892	59.68		1,538	4.62		33,329
Grade II	9,873	30.92	7+	19,813	62.03		2,252	7.95		31,943
Grade III	8,701	27.11	8+	20,785	62.36		2,843	8.53		33,329
Grade IV	10,045	27.29	9+	23,308	64.33		3,453	7.38		36,806
Grade V	9,692	25.74	10+	23,964	63.63		4,002	10.53		37,658
Grade VI	9,394	25.17	11+	24,455	64.13		4,347	11.70		37,156
Elementary Opportunity	2,007	76.93	11+	602	23.07		-	-		2,609
Junior High School:										
Grade VII	9,265	24.60	12+	23,422	61.64		5,184	13.76		37,671
Grade VIII	8,700	23.68	13+	23,132	62.33		5,191	13.99		37,113
Grade IX	9,045	25.48	14+	21,966	61.87		4,433	12.65		35,504
Junior High Opportunity	-	-	12+	595	22.28		2,005	77.12		2,600
Senior High School:										
Grade X	8,575	25.14	15+	20,764	60.98		4,768	13.98		34,107
Grade XI	7,639	25.23	16+	18,518	61.41		4,103	13.56		30,254
Grade XII	6,412	23.95	17+	16,582	55.88		3,282	21.17		29,676
Total	112,496	26.25	-	256,598	61.13		50,461	12.02		419,755

Modal Age: the age of the largest group (age as at September 1, 1973)

TABLE K**TEACHER CERTIFICATION****ISSUE OF PERMANENT CERTIFICATES**

<u>Type of Certificate</u>	<u>New</u>	<u>Reissued*</u>	<u>Total</u>
Professional	2,278	245	2,523
Standard Secondary	74	9	83
Standard Elementary	231	46	277
Junior Elementary	62	19	81
Second Class	2	2	4
	<hr/>	<hr/>	<hr/>
Total	2,647	321	2,968

*Certificates reissued because of change of name.

ISSUE OF INTERIM CERTIFICATES

<u>Type of Certificate</u>	<u>Replacing a Certificate Already Held</u>	<u>Issued for First Time</u>	<u>Total</u>
Professional	1,312	1,013	2,325
Standard Secondary	14	2	16
Standard Elementary	29	8	37
Junior Elementary	8	2	10
Provisional	124	984	1,108
Conditional	1	10	11
	<hr/>	<hr/>	<hr/>
Total	1,488	2,019	3,507

TABLE K — continued

INTERIM CERTIFICATES FOR TEACHERS ENTERING ALBERTA

Origin of Teacher	Type of Interim Certificate Issued						Total
	Prof.	Std.S.	Std. E.	Jr. E.	Prov'l.	Cond'l.	
1. <u>Other Provinces</u>							
Saskatchewan	81	-	2	1	49	2	135
Manitoba	24	-	-	1	12	-	37
British Columbia	25	-	-	-	33	-	58
Ontario	39	-	1	-	20	-	60
Nova Scotia	24	-	-	-	6	-	30
Quebec	9	-	-	-	9	-	18
New Brunswick	5	-	-	1	4	-	10
Newfoundland	3	-	-	-	5	-	8
P.E.I.	1	-	-	-	1	-	2
Total Other Provinces	211	-	3	3	139	2	358
2. <u>U.S.A.</u>	103	-	1	-	61	-	165
3. <u>British Isles</u>							
England	16	-	-	-	6	-	22
Scotland	-	-	-	-	2	1	3
Ireland	1	-	-	-	-	-	1
Wales	-	-	-	-	2	-	2
Total British Isles	17	-	-	-	10	1	28
4. <u>Other Commonwealth</u>							
Australia	3	-	1	1	1	-	6
India	1	-	-	-	1	-	2
New Zealand	-	-	-	-	1	-	1
Malaysia	1	-	-	-	-	-	1
Total Commonwealth	5	-	1	1	3	-	10
5. <u>Other Countries</u>							
Africa	3	-	-	-	-	-	3
Philippines	2	-	1	-	1	-	4
Germany	-	-	-	-	1	-	1
Others	-	1	-	-	4	-	5
Total Other Countries	5	1	1	-	6	-	13
Grand Total	341	1	6	4	219	3	574

TABLE K — continued**DISTRIBUTION OF TEACHERS BY TYPE OF CERTIFICATE**

<u>Type of Certificate</u>	<u>Number Held</u>
Professional	18,177
Standard Secondary*	952
Standard Elementary*	2,135
Standard Elementary and Secondary*	377
Junior Elementary*	2,530
Letters of Authority*	175
First Class**	1
High School**	3
Elementary and Intermediate**	1
Second Class**	112
Provisional	1,188
Conditional**	45
TOTAL	<u>25,696</u>

* Now issued under special conditions only

** No longer issued by the Department

DISTRIBUTION OF TEACHERS BY TYPE OF DEGREE

(For Teachers with more than one degree
their highest degree only is counted)

<u>Degree Held</u>	<u>No. of Teachers</u>
Bachelor of Education	11,805
Other Bachelor Degrees	2,965
Master of Education	990
Other Master Degrees	427
Doctor of Education or Philosophy	42
Other Degrees	250
TOTAL	<u>16,479</u>

TABLE K — continued

ISSUE OF PROFESSIONAL STATEMENTS

<u>Destination of Teacher</u>	<u>No. of Statements</u>
Alberta	177
British Columbia	444
Ontario	82
Saskatchewan	58
Manitoba	3
Quebec	4
New Brunswick	4
Nova Scotia	10
Prince Edward Island	1
Newfoundland	4
United States of America	11
England	6
Australia and New Zealand	3
Yukon Territories	1
Northwest Territories	<u>5</u>
TOTAL	813
Requested Statements of Teaching Experience in Alberta	461
Requested Copies of Inspector's Reports	32

LETTERS OF AUTHORITY

During the twelve month period under review 146 Letters of Authority were issued.

INTERIM PERMITS

There were 459 Interim Permits issued between July 1, 1973 and June 30, 1974.

EARLY CHILDHOOD SERVICES DIPLOMAS

Five Early Childhood Services Diplomas were issued during the 1973-74 year.

TABLE K — continued

ORIGIN OF REQUESTS FOR HIGH SCHOOL EVALUATIONS

<u>Place of Origin</u>	<u>No. of Evaluations</u>
United States of America	93
Hong Kong	144
British Isles	82
Europe	35
West Indies	16
Asia	26
Africa	7
India, Pakistan	11
Australia and New Zealand	6
South America	4
Philippines	19
Soviet Union	7
Others	<u>11</u>
TOTAL	<u><u>461</u></u>

TABLE L

ALBERTA CORRESPONDENCE SCHOOL

GENERAL ENROLMENTS

	<u>1972-73</u>	<u>1973-74</u>
Elementary Level	185	192
Junior High Level	881	804
Senior High Level	<u>16,363</u>	<u>16,225</u>
TOTALS	17,429	17,221

ENROLMENTS BY GRADE, STATUS, AND RESIDENCE

Students in Supervised Centres	
(Grades I - VI) - - - - -	24
Students in Supervised Centres	
(Grades VII - IX) - - - - -	8
Students in Schools (Grades I - VI) - - - - -	5
Students in Schools (Grades VII - IX) - - - - -	298
Students Unable to Attend School for	
Medical Reasons (all grades) - - - - -	152
Students in Rehabilitative Institutions	
(all grades) - - - - -	608
Students in Provinces other than	
Alberta (all grades) - - - - -	222
Students in the Yukon and Northwest	
Territories (all grades) - - - - -	198
Students Outside Canada (all grades) - - - - -	134
Students in Alberta, under 18 years of	
age, enrolled in senior high school	
correspondence courses and not attending	
school - - - - -	494
Students Outside Alberta Enrolled in	
Senior High School Courses - - - - -	627
Adults (Grades I - VI), 16 years of age	
and over - - - - -	9
Adults (Grades VII - XII), 18 years of age	
and over --- not attending school - - - - -	6,990
Adults (Grades VII - XII), 18 years of age	
and over, attending school and also	
enrolled in correspondence courses - - - - -	4,741
Students (all ages) who attended a senior	
high school in Alberta and also enrolled	
in one or more correspondence courses - - - - -	8,719
Students (all ages) in Alberta enrolled	
in senior high school courses and not	
attending school - - - - -	6,879

TABLE M

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1973 — JUNE 30, 1974

School District Name & No.	Div/City Name & No.	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Local 173 ⁰		Legal E.J. & SH School	Addition	4 classrooms 1 science room 1 library	11,221 sq. ft.	\$ 229,357
Calgary PCS 1		St. Bonaventure Junior High School	New	10 classrooms 2 science rooms 1 ancillary 1 library 1 gym 1 stage 1 Home Economics 1 Industrial Arts	35,022 sq. ft.	\$632,227
Gift Lake 5100	Northland Div. #61	El & JHS	Addition	3 classrooms 1 library 1 gymnasium 1 stage	10,007 sq. ft.	\$310,019
Atikameg 5115	Northland	El & JHS	Addition	2 classrooms 1 library 1 gym 1 stage	10,100 sq. ft.	325,163
Edmonton SP 7		Pickinsfield JHS	New	14 classrooms 2 science rooms 2 ancillaries 1 library 1 Home Ec. room 1 Industrial Arts 1 stage, 1 gymnasium	44,500 sq. ft.	\$868,640
Edmonton SP 7		Pivertend JHS	New	13 classrooms 3 science rooms 2 ancillaries 1 library 1 gym 1 stage 1 home ec. 1 I.A.	44,375 sq. ft.	\$964,425

TABLE M — continued

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1973 — JUNE 30, 1974

TABLE T (Con)

School District Name & No.	Div./Cty. Name & No.	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Calgary P.C.S. 1		St. Marks Core School	New	6 classrooms 1 science 1 ancillary 1 library 1 gymnasium 1 stage	24,615 sq. ft.	\$506,219
Nesmarais 5112	Northland Div. 41	Mistassiniiv Elementary & Junior High	Addition	6 classrooms 1 library	9,484 sq. ft.	\$338,831
Magrath	Cardston Div. 2	Magrath E & HS	Addition	5 classrooms 3 science 2 ancillaries 1 home ec. 1 Business Education	23,826 sq. ft.	\$657,300
Lethbridge 50 51		Bill Patterson E & JHS	Addition	1 library 1 gymnasium 1 Industrial Arts extension	10,354 sq. ft.	\$557,940
Sherwood Park PCS 105		Madonna Core School	New	7 classrooms 1 science room 1 ancillary 1 library 1 gymnasium 1 stage 1 lunch/study	30,935 sq. ft.	\$791,681
Grande Prairie 2357		Grande Prairie High School	Addition	5 classrooms 1 ancillary 1 gymnasium	10,070 sq. ft.	\$466,600
Leduc	Cty. of Leduc No. 25	Corinthea Park Core School	New	7 classrooms 1 science room 1 ancillary 1 library 1 gymnasium 1 stage 1 lunch/study	31,135 sq. ft.	\$746,950

TABLE M — continued

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1973 — JUNE 30, 1974

TABLE 7 (Con)

School District Name & No.	Div./Cty. Name & No.	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
Ft. Saskatchewan P.C.S.S.D. 101		Our Lady of Angels Junior & High	Addition	3 classrooms 1 library	8,562 sq. ft.	\$227,664
Edmonton SD 7		Winnifred Stewart School	Addition	13 classrooms 2 ancillaries 1 library 1 gym 1 stage 1 cafeteria	34,120 sq. ft.	\$693,797
Swan Hills 5100		Swan Hills Elem. J & SHS	Addition	1 gym storage	862 sq. ft.	\$ 14,377
Brooks 2002		Brooks Comp. PS	Addition	2 Home Ec 2 Ind. Arts	10,592 sq. ft.	\$280,960
Edmonton SD 7		Pitchie JHS	Addition	4 classrooms 3 science rooms 1 ancillary 1 gymnasium (2 station) 1 stage	23,450 sq. ft.	\$691,918
Edmonton SD 7		P. J. Scott Elem.	Addition	1 classroom 1 science room 1 gym 1 stage	9,078 sq. ft.	\$244,444*
Calgary SD 10		Robert Warren JHS	New	12 classrooms 2 science room 2 ancillaries 1 library 1 Home Ec 1 Industrial Arts 1 Gymnasium (2 station) 1 Stage	41,090 sq. ft.	\$845,000
Stony Plain	Parkland County 31	Meridian Heights Core School	New	7 classrooms 1 science room 1 ancillary 1 library 1 gymnasium, 1 stage, 1 lunch/study	32,957 sq. ft.	\$715,129

TABLE M — continued

TENDERS-SCHOOL BUILDING PROJECTS JULY 1, 1973 — JUNE 30, 1974

TABLE T (Co

School District Name & No.	Div./Cty. Name & No.	Project Name	New School or Addition	Instructional Areas Provided	Gross Sq. Ft.	Approximate Cost
DAY LABOR SCHEMES						
Slave Lake	High Prairie Pol. Div. # 10	Michener HS	Addition	3 classrooms 1 ancillary	4,330 sq. ft.	\$65,370 (Estimated)
Lethbridge	Lethbridge SD 51	Lakeview Elem.	Addition	1 Admin. space	441 sq. ft.	\$12,365 (Actual Cost)
Lethbridge	Lethbridge SD 51	Wilson JHS	Addition	1 library 1 gym extension 1 administration	1,351 sq. ft.	\$33,471 (Actual Cost)
Strathmore	Wheatland Cty. 16	S. Crowther J & SHS	Addition	1 Ind. Arts Extension	1,100 sq. ft.	\$30,000
Spruce Grove	Parkland Cty. 31	Brookwood Elem.	Addition	6 classrooms 1 science 1 ancillary	9,540 sq. ft.	\$46,000

TABLE N

AVERAGE SALARY RATE OF TEACHERS 1972-73 and 1973-74

	Number of Teachers 1972-73	Average Salary Rate 1972-73		Number of Teachers 1973-74	Average Salary Rate 1973-74
All Schools	22,272	11,522.78	All Schools	22,809	12,588.56
Divisions and Counties	7,961	10,834.28	Divisions and Counties	8,187	11,905.01
<u>Public School Districts:</u>					
City and Town Schools	10,029	12,081.96	City and Town Schools	10,344	13,151.73
Village Schools	29	11,008.66	Village Schools	29	11,550.97
Consolidated Schools	34	9,977.06	Consolidated Schools	40	10,050.25
Regional Schools	63	11,082.63	Regional Schools	60	13,999.42
<u>R.C. Separate School Districts:</u>					
City and Town Schools	3,731	11,550.19	City and Town Schools	3,727	12,538.87
Village Schools	14	10,321.29	Village Schools	14	11,626.00
Includes temporary teachers					

TABLE N — continued

TEACHERS' SALARIES — 1973-74 — IN ALL SCHOOLS

		Number of Teachers	Salaries Paid		Average
			Highest	Lowest	
Academic, High School, Professional and Provisional	Male	8,833	39,000	6,469	14,058.81
	Female	8,800	24,188	5,222	12,233.74
Standard S, Standard E, Sr. E & I, and Conditional	Male	696	26,411	7,397	13,007.69
	Female	2,037	19,650	5,209	10,777.53
Jr. E & I, First, Second, Junior E, and St. E & St. S	Male	186	28,705	7,640	12,456.65
	Female	2,210	20,175	6,200	9,765.00
Letter of Authority	Male	13	12,310	6,128	8,478.46
	Female	34	14,071	5,300	8,208.82
			39,000	5,209	12,588.56

Includes temporary teachers

DISTRIBUTION OF TEACHING FORCE BY SALARY CLASSES

	1969-70			1970-71			1971-72			1972-73			1973-74		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Less than \$8,000	2,085	7,824	9,909	1,477	6,271	7,748	696	3,541	4,237	242	1,590	1,832	123	602	725
\$ 8,000 - 8,999	1,149	1,962	3,111	1,366	2,559	3,925	1,229	2,914	4,143	776	2,512	3,288	209	1,289	1,498
9,000 - 9,999	1,037	1,067	2,104	995	1,292	2,287	1,174	2,118	3,292	1,093	2,665	3,758	952	2,628	3,580
10,000 - 10,999	789	540	1,329	889	671	1,560	889	1,163	2,052	1,121	1,858	2,979	958	2,070	3,028
11,000 - 11,999	1,091	813	1,904	1,122	815	1,937	881	701	1,582	812	836	1,648	1,011	1,868	2,879
12,000 - 12,999	953	645	1,598	1,031	775	1,806	980	733	1,713	793	682	1,475	880	958	1,838
13,000 - 13,999	519	223	742	778	495	1,273	1,209	1,099	2,308	1,091	874	1,965	707	659	1,366
14,000 - 14,999	395	83	478	492	156	648	830	423	1,253	1,209	1,130	2,339	1,002	861	1,863
15,000 - 15,999	235	43	278	274	77	351	528	161	689	799	416	1,215	1,402	1,349	2,751
16,000 - 16,999	136	12	148	211	50	261	313	75	388	529	167	696	757	401	1,158
17,000 - 17,999	48	-	48	128	9	137	259	45	304	337	70	407	648	218	866
18,000 - 18,999	22	1	23	38	-	38	144	13	157	242	42	284	380	93	473
19,000 - 19,999	30	1	31	44	-	44	38	-	38	193	20	213	270	47	317
20,000 or more	23	1	24	37	2	39	98	1	99	168	5	173	429	38	467
	8,512	13,215	21,727	8,882	13,172	22,054	9,268	12,987	22,255	9,405	12,867	22,272	9,728	13,081	22,809

TABLE P

PER PUPIL EXPENDITURE ON EDUCATION 1961-62, 1972-73, 1973-74

	<u>1961-62 (b)</u>	<u>1972-73 (a)</u>	<u>1973-74 (a)</u>
<u>All Schools (including Regional High Schools)</u>			
Per year (enrolment)	369.32	950.22	1,039.25
<u>School Divisions and Counties (including many Town, Village and Consolidated School Districts)</u>			
Per year (enrolment)	430.47	990.57	1,066.41
<u>School Districts not in Divisions or Counties</u>			
<u>City Public Schools -</u>			
Per year (enrolment)	341.74	970.70	1,070.20
<u>Town and Village Public Schools -</u>			
Per year (enrolment)	328.16	889.43 *	960.25
<u>Consolidated Schools -</u>			
Per year (enrolment)	400.55	839.79	1,036.37
<u>Separate Schools (City, Town, Village & Rural) -</u>			
Per year (enrolment)	297.22	878.06 *	960.26
<u>City Separate Schools -</u>			
Per year (enrolment)	---	903.21	984.37
<u>Town and Village Separate Schools -</u>			
Per year (enrolment)	---	769.81 *	868.79
<u>Regional Schools -</u>			
Per year (enrolment)	---	1,624.65 *	1,701.97
Footnotes:			
(a)	1972 and 1973 per pupil expenditures were obtained by dividing into the 1972 and 1973 expenditures the enrolments as of September 30, 1972 and September 30, 1973 respectively.		
(b)	1968 was the last year for which June 30th enrolment data are available.		
	* denotes adjustment to figure reported in previous year's report.		

TABLE Q

STATEMENT SHOWING REVENUE AND EXPENDITURES IN ALL SCHOOL DIVISIONS, DISTRICTS AND COUNTIES DURING THE YEAR 1973

Item	Divisions	Counties	Revenue						
			City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Revenue
School Foundation Program Fund	55,124,734	72,030,396	192,512,337	18,596,714	610,451	513,842	2,785,363	1,258,130	343,325,998
Other Grants (From Provincial Government)	3,678,292	1,890,267	9,739,811	771,263	12,551	22,038	59,179	299,204	16,713,375
Canada Pension Plan	351,622	480,018	1,166,948	134,072	3,653	3,205	16,275	5,677	1,161,492
Supplementary Requisition	7,172,171	9,570,992	36,826,841	2,218,355	64,951	45,884	480,586	-	56,296,946
From Federal Government	3,782,433	1,251,508	2,185,466	796,578	9,490	19,151	117,652	139,124	8,599,264
From Parents	743,454	1,009,847	1,689,101	335,246	10,560	9,719	57,017	36,990	3,888,334
From Other School Authorities	117,294	128,071	455,891	235,732	11,876	61	29,534	114,865	1,135,984
Sale of Capital Assets	281,445	267,877	32,043	22,541	400	870	3,796	-	606,572
Rents	556,443	693,778	530,714	162,714	3,284	3,404	20,788	14,604	1,281,789
Dormitories	38,968	-	-	1,419	-	-	-	-	40,387
Cafeteria (Surplus)	5,901	3,210	-	-	-	-	-	-	9,101
Other Revenue	408,536	433,679	955,370	152,490	8,461	4,440	35,064	5,143	2,016,268
TOTAL OPERATIONAL REVENUE	72,263,270	87,759,643	246,144,692	23,326,404	735,607	618,839	3,565,194	1,878,259	436,281,768
Deficit	42,228	216,161	500,619	209,881	8,931	-	90,990	11,953	1,084,793
Surplus Used (If budgeted for)	201,188	583,434	2,787,253	152,228	11,093	1,266	4,921	-	3,746,683
TOTALS	\$74,206,686	\$88,559,238	\$249,432,364	\$23,688,433	\$755,691	\$625,105	\$3,661,005	\$1,890,112	\$441,112,434

* The School Foundation Program Plan consisted of \$17,764,313 from the Foundation of 28 mills on the equalized assessment of the municipalities in the Province, and the balance from a legislative appropriation of provincial general revenue.

TABLE R

STATEMENT SHOWING REVENUE AND EXPENDITURES IN ALL SCHOOL DIVISIONS DISTRICTS AND COUNTIES DURING THE YEAR 1973

Expenditures

Item	Divisions	Counties	City School Districts	Town School Districts	Village School Districts	Consolidated School Districts	Rural School Districts	Regional High School Districts	Total Expenditures
Instructional and Related Services	42,436,211	54,936,269	17,469,471	15,444,473	112,118	424,236	2,212,469	1,094,752	291,753,176
Administration	2,911,517	3,427,198	5,466,354	1,271,437	39,398	28,322	283,151	7,485	15,216,042
Operation and Maintenance	7,329,541	8,429,921	31,433,056	2,331,142	5,428	1,476	368,962	144,432	50,251,661
Transportation of Pupils	1,664,196	1,426,517	1,467,810	38,935	43,164	16,937	162,485	-	42,382,457
Debt Services	7,459,041	7,221,371	2,908,926	4,411,141	3,436	4,967	459,662	444,904	47,131,131
Contribution to Capital and Debt Fund	2,134,004	1,271,833	4,123,429	3,347,981	59,994	13,271	143,354	39,117	3,375,248
TOTAL OPERATIONAL EXPENDITURES	71,659,413	84,166,131	26,444,427	25,184,457	714,421	419,752	3,274,422	1,794,699	436,489,778
Surplus	1,134,377	1,421,344	197,957	4,071,463	41,271	1,216	93,366	64,359	4,333,926
Deficits from Previous Year Recovered	11,177	263,424	-	71,413	-	-	54,320	33,395	339,648
TOTAL	87,904,967	85,850,899	26,642,384	29,226,933	875,692	421,968	3,321,308	1,892,153	441,163,352

TABLE S

CLASSES FOR THE MILDLY RETARDED (OPPORTUNITY CLASSES)

UNDER 61 SCHOOL AUTHORITIES

Auspices	Classes	Enrolment
Calgary Public Schools	42	362
Calgary Separate Schools	22	281
Canrose Separate Schools	1	10
Edmonton Public Schools	77	702
Edmonton Separate Schools	20	205
Grande Prairie Public Schools	3	32
Lethbridge Public Schools	6	79
Medicine Hat Public Schools	6	62
Ped Deer Public Schools	5	59
Metaskiwin Public Schools	2	20
	184	1,812
51 Non-Urban Jurisdictions	<u>122</u>	<u>1,448</u>
TOTAL	<u><u>306</u></u>	<u><u>3,260</u></u>

TABLE Q

**CLASSES FOR MODERATELY (TRAINABLE) RETARDED CHILDREN
UNDER SCHOOL AUTHORITIES**

Auspices	Classes	Enrolment
Calgary Public Schools	34	237
Leithbridge Public Schools	2	70
Lloydminster Public Schools	2	10
Metaskivik Public Schools	6	56
	50	373
3 Non-Urban Jurisdictions	6	11
<u>Local Associations:</u>		
Camrose (Burgess)	4	22
Drumheller (Muriel Rowe)	2	9
Edmonton (Winnifred Steviart)	66	403
Grande Prairie (Peace School of Hope)	8	40
Medicine Hat (Georges P. Vanier)	6	46
Red Deer (Parkland)	6	47
Sherwood Park (Robin Hood)	8	49
* Other	23	84
	<u>123</u>	<u>699</u>
TOTAL	<u>179</u>	<u>1,116</u>

* Schools operated by parent associations in the following locations:
Falcon, Ft. McMurray, Grande Centre, High Prairie, Olds, Vegreville,
Vermilion.

TABLE U

CLASSES FOR CHILDREN WITH SPECIAL PROBLEMS

Auspices	Classes	Enrolment
<u>HEARING IMPAIRED</u>		
Calgary Public Schools	6	58
Edmonton Public Schools	7	71
Lethbridge Public Schools	1	11
	14	140
<u>Local Associations:</u>		
Edmonton (Hearing Handicapped)	1	4
	15	144
<u>VISUALLY IMPAIRED</u>		
Calgary Public Schools	3	23
Calgary Separate Schools	1	6
Edmonton Public Schools	4	67
Edmonton Separate Schools	1	10
	9	106
<u>LEARNING DISABILITIES</u>		
Calgary Public Schools	35	339
Calgary Separate Schools	16	144
Camrose Public Schools	1	12
Edmonton Public Schools	81	866
Edmonton Separate Schools	25	306
Grande Prairie Public Schools	2	25
Grande Prairie Separate Schools	1	15
Lethbridge Public Schools	1	22
Lloydminster Public Schools	1	2
Medicine Hat Public Schools	1	9
Red Deer Separate Schools	2	19
	166	1,759
23 Non-Urban Jurisdictions	107	2,064
<u>Local Associations:</u>		
Edmonton (Evelyn Under)	19	111
	292	3,934

TABLE U — continued

Ausnices	Classes	Enrolment
<u>INSTITUTIONAL</u>		
Calgary Public Schools	24	177
Edmonton Public Schools	72	440
Edmonton Separate Schools	7	55
Grande Prairie Public Schools	2	32
	111	713
2 Non-Urban Jurisdictions	<u>6</u>	<u>61</u>
	117	774
<u>OTHER</u>		
Calgary Public Schools	2	20
Calgary Separate Schools	3	Varies
Edmonton Public Schools	7	56
Edmonton Separate Schools	3	42
Lethbridge Public Schools	1	0
Medicine Hat Separate Schools	1	20
	17	147+
1 Non-Urban Jurisdiction	1	45
<u>Local Associations:</u>		
Edmonton (Autistic Society)	<u>6</u>	<u>8</u>
	24	200+
Classes for Children with Special Problems Total:	<u>457</u>	<u>5,158+</u>

TABLE V

POST SCHOOL RECORD OF PUPILS

Distribution of Pupils Leaving School During the Calendar Year 1973 by Sex, Grade and Occupation

OCCUPATION	GRADES		VII		VIII		IX		X		XI		XII		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total	Total
FURTHER EDUCATION AND TRAINING																
(1) Transferred to another school outside of Alberta	464	382	303	273	294	310	293	290	262	229	202	174	146	131	1,964	3,753
(2) University or College (including Teachers' College)	-	-	-	-	-	-	-	-	5	1	7	13	2,536	2,147	2,548	4,709
(3) Other educational institutions (e.g. business or technical schools, nurses' training schools, etc.)	33	32	17	7	23	27	84	79	75	82	131	123	1,666	1,641	2,029	4,020
TOTAL TO FURTHER EDUCATION AND TRAINING	497	414	320	280	317	337	377	369	342	312	340	310	4,348	3,919	6,541	12,482
A. EMPLOYMENT																
(1) Professional, proprietary and managerial, commercial, financial	-	-	-	-	1	1	6	1	24	17	57	36	341	379	429	863
(2) Clerical	1	1	-	-	2	-	3	5	6	27	20	102	147	1512	179	1,826
(3) Manufacturing and mechanical	7	-	-	-	2	-	18	2	71	2	130	10	605	52	831	897
(4) Construction	8	-	3	-	3	-	34	-	88	1	129	2	434	8	699	710
(5) Transportation and communication	1	-	-	-	2	-	9	-	39	2	49	16	284	99	384	501
(6) Service occupations - personal, protective, others	9	15	-	-	3	11	18	16	88	61	126	133	505	732	749	1,717
(7) Agriculture	15	-	16	1	46	4	54	1	145	4	153	4	653	15	1,082	1,111
(8) Fishing, hunting, trapping, mining, logging (including forestry)	3	-	6	-	23	-	19	-	44	2	63	-	192	4	350	356
(9) Labourers (not classified elsewhere)	2	-	10	1	27	2	109	8	215	48	278	41	764	140	1,405	1,645
(10) Unknown	15	4	19	9	54	14	101	41	486	315	540	353	1,715	1,335	2,930	5,001
TOTAL TO EMPLOYMENT	61	20	54	11	163	32	371	74	1,206	479	1,545	697	5,638	4,276	9,036	14,627
B. (OTHER DESTINATIONS)																
(1) Marriage (Girls only). Boys should be classified by occupation or as out of work	-	1	-	1	-	10	-	17	-	108	-	148	-	644	-	929
(2) Helping at home - domestic duties (Girls only). Boys should be classified by occupation engaged in	-	14	-	23	-	59	-	99	-	154	-	99	-	236	-	684
(3) Out of work	16	3	12	3	34	10	52	38	180	67	120	77	193	140	607	945
(4) Death or Disability	6	14	7	2	11	3	9	10	19	32	34	28	41	25	127	241
(5) To Corrective Institutions	7	1	10	1	14	11	16	12	47	15	38	6	19	7	151	204
(6) Others (specify)	20	24	3	3	6	9	15	29	97	77	55	71	104	84	300	597
(7) Unknown	27	19	24	23	66	62	143	97	510	419	479	325	1,016	881	2,465	4,091
TOTAL OF OTHER DESTINATIONS	76	76	56	56	131	164	235	302	853	872	726	754	1,373	2,017	3,450	7,691
TOTAL OF A (EMPLOYMENT) AND B (OTHER DESTINATIONS) ONLY	137	96	110	67	294	196	606	376	2,059	1,351	2,271	1,451	7,011	6,293	12,488	22,318

